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Vol. 50

JANUARY, 1950

No. 1

The Curriculum in Religion

Edward A. Fitzpatrick*

I AM asked to discuss with you the problem of the curriculum as a phase of the more general problems and special objectives of religious instruction, or in less formal language *what shall we teach in religion in the elementary school?* This simple question should have been implemented during these twenty centuries since the first Penecost. Yet an examination of the curricula of many of the 123 dioceses of the country would show little uniformity in content and in order of presentation. The Philadelphia curriculum was early copied in many dioceses and this practice continues. The situation is very much like the one relating to the diocesan catechism and that situation was fatal as reported in Archbishop Messmer's edition of Spirago's *Christian Doctrine*. It is no part of the purpose of Catholic schools to secure their place in the educational sun, and there is no need for any effort in order to secure directly personal prestige for administrators. Neither the diocese, nor the administrators, nor the supervisors are central in Catholic education. There is only one center of interest in religious instruction and that is the individual soul, and bringing to it the saving truths of Christianity in the ordering of its life.

The Basis in the New Testament

Instead of consulting the books on pedagogy let us go to the first and the greatest educational classic of Christianity — the New Testament — for an authoritative answer to our main question: What is to be taught? Perhaps we should raise, too, the more fundamental question: What are we trying to do? The answer to our main problem is simple and direct. Let us turn to the end of St. Matthew, and

we read what the resurrected Christ still on earth but about to ascend to the Father says:

Going therefore, teach ye all nations; baptizing them in the name of the Father, and of the Son, and of the Holy Ghost, teaching them to observe all things whatsoever I have commanded you: and, behold, I am with you all days even to the consummation of the world.

Now what are these things that Christ has commanded. I have presented them more comprehensively in my *Foundations of Christian Education*, but I shall still list them here. They are

1. Love God.
2. Love your neighbor: Thou shalt love the Lord thy God with thy whole heart, with thy whole soul, and thy neighbor as thyself.
3. Keep the commandments: If thou wilt enter into life keep the commandments.
4. Become as little children: Unless you become as little children you shall nowise enter into the Kingdom of Heaven.
5. Forgive: So also shall my heavenly Father do to you (unmerciful servant delivered to the torturers) if you forgive not everyone his brother from his heart.
6. Repent: Except you do penance you shall all likewise perish (Luke 13:5).
7. Belief in Christ: For God so loved the world as to give His only begotten Son, that whosoever believeth in Him, may not perish, but may have everlasting life (John 3:16).

And there are others:

8. Deny yourself.
9. Be born again (Matt. 19:17).
10. Love your enemy.
11. Be converted.
12. Be meek and humble of heart.
13. Do as you would be done by.
14. Resist not evil but do good.
15. Lay not up treasures on earth.
16. Judge not that you may not be judged.

17. Render unto Caesar the things that are Caesar's.

18. Render to God the things that are God's.

The Life Is a Supernatural Life — The Life of Grace

That is the curriculum you are expected to teach in the Catholic school. The guidance is more ample than this. The abundant life which is to be promoted is a spiritual or supernatural life or a life of grace. It is a new way of life. "If any man will come after Me, let him deny himself, and take up his cross and follow Me" (Matt. 14:15). "For I have given you an example that as I have done to you, so do you also" (Matt. 16:45). "Unless a man be born again of water and the Holy Ghost, he cannot enter the Kingdom of God. That which is born of the flesh is flesh and that which is born of the spirit is spirit" (John 3:5, 6).

The Secular Material

This settles the aim of the Catholic school: Its central, its basic, its ultimate aim is the supernatural life — an other-worldly aim, superseding citizenship, social efficiency, vocational training, and all the other secular aims of the contemporary educational school. This is the sphere of the Church with authority — the spiritual. It is also interested in the secular, particularly as it relates to or affects the spiritual. Time does not permit any elaboration of the point that needs to be made but Archbishop Murray of St. Paul made it clearly as follows:

That there may be no conflict between the intellectual process of assimilation and adopting His teaching and the intellectual process of acquiring every other item of information within the reach of man the Church has been compelled to establish her own schools so that there may be proper adaptation of the human to

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the divine, a co-ordination of all knowledge and all truth, a stimulus to make wise application of all learning to the acquisition of all virtue. Otherwise, education becomes a disintegrating rather than a constructive force within the individual and within society.

And the reason that the Church is in the field of teaching the so-called secular subjects is thus tactfully and truly and summarily put by the archbishop:

She does not claim exclusive control of the field of knowledge in the natural order but she does claim exclusive mandate for the manifestation of the supernatural truth revealed by the Son of God and she reserves at all times the right to enter and develop the field of all natural knowledge lest men in their limitations may infringe on her field of the supernatural.

This is a point of capital importance and the quality of the natural knowledge must not be sacrificed. Catholic people should understand clearly a point made by Newman:

(The Catholic) is sure, and nothing shall make him doubt, that if anything seems to be proved by astronomer, or geologist, or chronologist, or antiquarian, or ethnologist, in contradiction to the dogmas of faith, that point will eventually turn out, first, not to be proved, or secondly, not contradictory, or thirdly, not contradictory to anything really revealed, but to something which has been confused with revelation (Idea of a University, pp. 466-467).

An Activity Curriculum

We have noted the authoritative curriculum as laid down in the New Testament. It is essentially an activity curriculum. It finds its expression in acts, in habits—it is a way of life. As we turn to the school, we are struck naturally enough by the place of knowledge in the curriculum. There is the appeal to the intellect with not too great concern with the will. This is from the Catholic standpoint the great problem of the school.

The material of the school curriculum is definite enough; Christian doctrine in the Catechism, Old Testament history, Church history, and the liturgy. Our preliminary analysis compels us to say that none of these things are significant in themselves, except as they help form the Christian who lives the Christian way of life. Unless they become incarnated in individual lives then they are likely to be in Shakespearean language "full of sound and fury, signifying nothing" or in Pauline language

And if I should have prophecy and should know all mysteries and all knowledge, and if I should have all faith, so that I could remove mountains, and have not charity, I am nothing.

This brings in sharp relief the artificiality of the schoolroom and explains the effort of modern education to make the

school a place in which the child lives, rather than a place where he recites or regurgitates "knowledge" or its forms, or just sits. The most that a school can do is to utilize the child's experience out of school plus the experience of living in the school to help utilize what has come to be the "materials of instruction" taken as they are out of the human experience in which they were evolved. The object and the test of school knowledge and school skills—all scholastic training—is ultimately to make it live in the individual's experience.

Knowledge may be sterile or it may be germinating. For the most part, school knowledge is sterile and much catechetical instruction is in that class. Unfortunately the catechism as taught—i.e., the saving truths of Christianity—are often sterile, without life, with no obvious effect on the person in whose mind the truth is lodged, judging by the evident power to reproduce the words. It needs probably no argument here that the catechism should be known—and it is indispensable that all children know it. But the repetition of its words—or even understanding the meanings of the words—is only the first step, too frequently an abortive step in the kind of "live" knowledge needed where education is "taking."

The Instruction in the Catechism

The grave problem in catechetical discussion in its broadest and proper sense is raised by the situation where the catechism itself is practically the total basis of instruction. Christian truths must be put in a context that has some connection with the child's experience or life, and is concrete, and is within his vocabulary and his experience. We often, however, deceive ourselves about what are difficult words. A long word is not necessarily a difficult word. To take a very simple example, after what is a very brief explanation there is no reason why even in the first grade the vessel used on the altar should be called a *cup* rather than a *chalice*. On the other hand, words like "indefectability" create a problem, particularly if no effort is made to teach them specifically.

The form of the knowledge found in the Catechism should constitute not the beginning of the instruction or the main body of it. In that sense the Catechism as instructional material is rather material for the teacher than for the student and the best use of it by the student is as reference material summarizing the instruction he has already received.

There are many practical suggestions for utilizing the child's imagination and his memory other than mere repetition, and his judgment and to create attitudes and appreciations which are known. We presented many of them in the *Highway to Heaven Series* and do so continually in THE CATHOLIC SCHOOL JOURNAL. The devices

and methods suggested are not panaceas but they must be adapted to the particular group of children. Only the inadequately trained teacher, of which there are many, and the unimaginative teacher will use suggestions as "pancakes to be served." This is a too frequent happening in our instruction.

We must make an observation in passing, namely, that it makes all the difference in the world between teaching catechism to children who live in a social environment that is dominantly Catholic and Christian and to those who are almost suffocated in a secular, materialistic, and pagan atmosphere. The latter is our situation today. The problem before St. John Baptist de la Salle, for example, in seventeenth-century France is not the problem we face today in the United States. This will vitally affect the instruction at every stage as well as its objective.

Bible History and Church History

Though we are separating our "bible history," Church history, and the liturgy, the teacher should use all these forms of religious knowledge wherever it will be helpful to reinforce any part of the instruction in Christian doctrine or of any of the other parts of the Christian program. About bible history and Church history there are two major points that need to be made. The content of bible history should be determined by the concept that our interest in the Old Testament is primarily in its Messianic tradition. And the practical way to do this is to study the use of the tradition in the New Testament. This gives us the point of view of approach and of selection of material. For Church history on the elementary school level, the basic approach is biographical. It should be concerned with the lives of the great saints told not with pietistic cant but treating them as real human beings in their own environment of time and place in all the infinite variety of their saintliness. This should follow the great principle of of the Incarnation.

The Liturgy and Participation

The liturgy has been approached as if the children in schools were members of religious communities. There was always a more realistic approach and concept. The great thing in the teaching of the liturgy in its main teaching, i.e., about the Mass, is to make the student realize it is an action, and that he is a participant—not a "hearer" or a "spectator." The oblation of the self must be understood and acted upon. Need I say that this is a very difficult job and that success at least at present is rare. On the other hand, teaching about the Mass is necessary but subordinate and without the participation useless. Diedrich Von Hildebrand in his *The Liturgy and Personality* has given for the spiritually minded teacher a richly stimulating point of view and discussion.

The Problem of Order or Sequence

The problem of order or sequence must be faced, and we discuss it, waiving for the moment the necessity of preparing a unit on Holy Communion which varies in schools according to the determination of the pastor and the parents. It was the old plan to provide three concentric circles of instruction, each covering in extent the catechism completely but expanding in detail as the student progresses. But, unfortunately, the student too often got the feeling that it was the same stuff over again. The problem was solved, seemingly, by three catechisms of different scope. This solution is seen in Gasparri's Catechism—admirable as it is for theology, but somewhat dubious as pedagogy.

First—Christ and Doctrine

I present rather summarily another solution. To emphasize the Christocentric character of the instruction and the psychological need of the student, the first grade should be given over to the Christ Child and the family life of Joseph and Mary and Jesus. The story of the life of Christ can be completed in the second grade: The public life of Christ. While the answers to many questions of the catechism are given together with the essential vocabulary, no emphasis is placed on "Formal questions and answers." The third grade will be used to review the life of Christ with increasing details, and there is formal instruction organized as such of the knowledge which the students have repeated from many angles. Drinkwater's process of having each student make his own catechism could be followed here. This is the first large unit in order of time—these three grades.

Second—Biographical Study

What we would do next, utilizing the children's interest in *persons*, and in the light of their knowledge of Christ, is included a biographical account of the Old Testament characters with the principle interest in those involved in the Messianic tradition and for Church history the biographies of the saints. This is, though not referred to as such, Christ in history. It broadens the pupil's interest in Christ and his attachment to Him when it is properly taught.

Third—The Mass

While much information relating to the liturgy has been learned and the daily attendance at Mass on schooldays and on Sundays has been practiced, it is now the time to make the child's practice and knowledge self-conscious. This is most effectively done by a study of the Mass, and a continuing connection between his practice and his knowledge. The use of the Missal should be made general for these pupils.

Fourth—The Major Doctrinal Unit

The final large unit would now be ap-

propriate in view of the broad basis of knowledge and practice of the student *within his experience and his capacity*, and the vocabulary of religion—yes theology—which he has now used over and over. It seems to me we should seek a psychological order of presentation of Christian doctrine. We should use a concept that is found many times in the Old and New Testaments, the concept of a highway or a road. It was used by Comenius and it was used with other content in Bunyan's *Pilgrim's Progress*. It is used supremely in Christ's "I am the Way, the Truth, and the Life." Man is a pilgrim on the road to the Heavenly City. The first guides of the Christian pupil are ten in number which we know as the Ten Commandments. These are signposts along the way. This was inadequate, a great, wise and good leader was needed, and whom should God send to guide man but his own Son—Jesus Christ. Jesus told men about the Kingdom of Heaven and in parables gave them a great deal of information about the members of the Kingdom and their responsibilities, about the head of the Kingdom, and more generally its character. He told about the spiritual life, the life of grace—and set up seven sacraments necessary to promote that life. Here are new signs on the road and stations of helpfulness with a plentiful supply of God's grace. And then finally, he left an institution—the Church—to carry on his work. This is the way, this is the highway to God. I would round this doctrinal study with a study of the life of Christ as told in the Gospel according to St. Luke adding any details from the other Gospels as necessary.

Important Points in Sequence

It may be pointed out about this whole scheme:

1. It keeps constantly in mind the child's interest and needs.
2. It is kept within his capacity.
3. It teaches the doctrine of the Church not merely as an inert doctrine but as a living Gospel.
4. It keeps in mind constantly a Christian way of life of the child.
5. It teaches him nothing that he will have to unlearn—it is a comprehensive plan, and knowing later outcomes, the teacher does not have to compromise or use pedagogical crutches at lower levels.

What a Great Organization!

There are, according to official statistics (1948) 26,075,697 Catholics in the United States. There are in the United States 8248 elementary schools, 1432 high schools, and 221 colleges and universities. There are teaching in these institutions 101,944 full-time teachers. What a magnificent organization! What a tremendous instrumentality for good—and yet what is the situation? Let me quote a question, by way of di-

gression, from the head of that amazing movement that is trying to energize this mass. Father Keller of the Christophers says:

Did you ever stop to think that the United States is being effectively undermined by less than one per cent of the people of our country, of whom only a portion are Communists?

What are the 20 per cent Catholic population doing? What can they do, if their education "takes"?

Let me give you one more quote. The Apostolic Delegate in urging all of us to co-operate with the Confraternity of Christian Doctrine says:

My message to you will be brief. It is suggested by a passage in the timely and important statement published on February 7 of this year (1940) by the archbishops and bishops of the administrative board of the National Catholic Welfare Conference on The Church and the Social Order: "It is an unfortunate fact that large numbers of workmen have become alienated from religion." This is true even of Catholics in some of the older countries. In the words of the late Supreme Pontiff, Pius XI (Quadragesimo Anno), it has become the great scandal of the modern world. No matter how we explain the defection, the fact remains that Christian truth and principles of conduct have become greatly obscured, "so that we are confronted with a world which in large measure has almost fallen back into paganism."

In view of the subject matter of their statement, the most reverend bishops referred only to workmen, but their findings are generally true of all professions and occupations. Everywhere, alas, there are large numbers who are alienated from religion and for whom Christian truth and principles of conduct have become greatly obscured. The consequences of such a condition are disastrous, and indeed fatal. (Address to the Sixth National Congress Confraternity of Christian Doctrine, Los Angeles, October, 1940).

That is the stark and awful fact. There is something wrong or ineffectual somewhere and may not all those concerned with education find in a self-examination of conscience a motive for stirring them out of their self-complacency, and may we even suggest their self-idolatry. The poet tells us:

One man with a dream, at pleasure
Shall go forth and conquer a crown;
And three with a new song's measure
Can trample a kingdom down.

We have more than a dream, more than a song's measure. It is our job to leaven this lump. It is no use just increasing its size; something must leaven it; something must energize it; something must make it live. Your work must count in that process. You must create the conditions of knowledge and love which will predispose the individual to co-operate with God's grace—and God's grace will be there.

The Principal Looks at Supervision

Brother Henry C. Ringkamp, S.M.*

THE principal's role in supervision has been "without honor in the country" of Catholic high schools. Supervision of an inspectorial variety has been exercised over a period of years. A certain amount has originated in the diocesan superintendent's office, more activity has been evident in the community supervisor's office; some has derived from the principal's office; but from no one of these three has the amount of supervision requisite been forthcoming. The feeling generally is that a very limited amount of good has resulted from the modicum of supervision given. Sister Anita Twombly when treating of the paucity of educational literature in this field, states:

It may be concluded that if the amount of literature written (eleven articles on high school supervision by the principal, in eight years) may be regarded as one indication of interest in that subject, supervision of instruction in the Catholic schools is not receiving the place it should in the field of Catholic literature.¹

And further, she states that,

but twenty-six theses from ten Universities represents the total number of studies on supervision in Catholic schools over a period of twenty years.²

In recent years a healthy growth in professional consciousness has developed among Catholic secondary school teachers, which growth deserves careful cultivation and hearty encouragement from school superintendents, community supervisors, and school principals.

A Look Backward

You might have heard of the Catholic high school principal reported to have walked up and down the halls of his school with a placard bearing the inscription "Silence" on one side, and the cautioning words "This means you" on the reverse side. Or, of the other principal whose supervision was restricted to watching the midday recess or cafeteria period and walking into classes with the term grade books, inquiring: "Any A-zers, B-zers, C-zers in here?" (Classes were divided on an alphabetical basis) and then proceeding with dispatch to read their term grades. This completed, he passed to other classes, repeating the performance. These examples, slightly overdrawn, were typical of the supervision of yesteryear. Without minimizing the good results thus achieved, despite the shortcomings, might we not now look forward to greater success, since we are now aware of the problem and pro-

fessionally conscious of the potential of adopt current educational theory on supervision: to become acquainted with the supervisory practices in the fields of public and private secondary schools, to evaluate supervisory practices. Actually, what kind of supervision have Catholic secondary schools experienced? We know that courses of study have been developed and are in use by most teaching communities, which outlines of study are peculiar to and characteristic of their spirit. We recall that lesson plans, whether they be of the old book type, sometimes hurriedly gotten up to date during a supervisor's visitation, or the daily or weekly, or more recently the term lesson plans are now in more common use.

We have seen visitation of classes by Catholic high school principals done spasmodically, as the spirit or the state department of education urged them. Their visit was mostly of the inspectorial type, and the follow-up was simply not there. Sister Anita indicates that "the type of supervision employed by principals is more inspectorial than creative or constructive."³ Dr. Francis Crowley states that "only one fourth of the principals supplement supervisory visits with conferences."⁴

Whether the principal felt incompetent or bashful because of lack of training in this field of education, or because he did not realize the importance of the follow-up or because of the press of other work, is hard to say. Some testing, intelligence, diagnostic, and achievement types has been done, again with advisement from the state department of education, and again with little or no follow-up. In fact, most of these test records were never inscribed on the permanent record card, either because of lack of space on the card, or because of the magnitude of the task for the registrar or office clerk.

This picture of Catholic secondary school supervision, incomplete though it may be in some details, gives us a fairly exact idea of what has been done to date in this regard. Is it the best we can do? Is it the kind of supervision with which our teachers are satisfied, or are we awakening to new realizations of the potentialities of good supervision? Can we possibly learn something from an investigation of educational literature on this matter, and thus improve the tone of Catholic high school education professionally?

A Look Forward

The Catholic high school teacher is will-

ing and anxious, I believe, to adapt and these practices, and then adapt them to a Catholic high school plan, to meet Catholic high school objectives. Supervision, as understood today, is exercised to improve the learning process in the pupil, where "the pupil" is understood to be a human personality possessing an intelligence to be cultivated, capacities to be developed into abilities and a free will to be directed and disciplined. It should use every advance in educational theory and practice, in the field of psychology, of measurements, curriculum, or methodology, to improve the product, i.e., the student, through proper motivation. Some of the important phases of supervisory procedure, to which we might give willing ear, are the following:

1. The Defining of Objectives

I consider the defining of objectives, accomplished by the NCEA in Atlantic City in 1944, general for Catholic high school education and specific for particular subjects, the most vital of the various phases of supervision. Each school through its various departments should define objectives for the courses in its own curriculum. Teachers thus will be brought face to face with the major and specific goals of their work. Otherwise, the pragmatic will, without question, takes precedence, and results will be by mere chance. When we know the aim or objective we can strive to attain it. All other activity would be mostly at random and futile. The principal and heads of departments should take leading roles in directing this study.

2. Classroom Visitation

Classroom visitation by the principal, which analyzes the learning situation, diagnoses pupil difficulties and needs, studies teacher and pupil activity in the classroom, advises regarding remedies to be applied, is next in importance in supervisory procedure. As an aid to the principal for a follow-up, for a personal conference with the teacher visited, I submit A Class Visitation Report, used this year at Central Catholic High School, San Antonio, Tex. Educational authorities agree that the Class Visitation Report is the most noticeable weakness in supervisory work. Remember, that since this report will show weaknesses as well as strengths, it will never be overpopular; few, if any of us, like to have our faults paraded before us. But no genuine cure is possible without an accurate diagnosis, as any doctor will affirm. From my own experience, I have yet to find the teacher, be he young or old, clever or mediocre, who is averse to the use of The Classroom Visitation Report, properly used.

*Principal, Central Catholic High School, San Antonio, Tex.

¹Classified and Annotated Bibliography of Catholic Literature on Supervision of Instruction from 1921-1941, by Sr. Anita Twombly, C.S.C., 1942, St. Louis University Master's Thesis, p. 74.

²Op. cit., p. 159.

³Op. cit., p. 68.

⁴F. M. Crowley, *The Catholic High School Principal*, Bruce, 1937, Chap. VII, "The Principal as Supervisor," p. 69.

A Class Visitation Report

Items to Observe in Principal's Class Visitation

No attempt will be made to evaluate all these items at any one time; they are simply listed here to show items in the general coverage.

I. Starting Time Routine and Dismissal

1. Starting routine: disorderly, waiting quietly, preparing for class
2. Dismissal: orderly, disorderly, on time, delayed

II. Discipline: Is good order maintained?

1. What is condoned?
2. What is called to students' attention?
3. What is punished, in what manner?

III. Presentation of Lesson: Method of imparting knowledge.

Method of importing knowledge

1. What routine, plan is used?
2. What materials, teaching aids are used?
3. Skill in making assignment
4. Time distribution: checking homework () asking lesson () new lesson () assignment ()

IV. Speech: What are the commendable, the questionable points in teachers' speech?

1. Slang
2. Trite expressions
3. Useless repetition
4. Manner of asking questions

V. Physical setup: Evaluation of materials. how used?

1. Heating
2. Ventilation
3. Bulletin Board
4. Cleanliness: (a) floor
(b) Desks (top of) (inside of)

VI. Pupil Participation: The extent to which pupils are mentally alert, co-operative

1. Attitude of students: (co-operative) (indifferent) (unco-operative)
2. Extent of participation: (a) amount
(b) frequency (c) accuracy of answers

NOTE: Amount and frequency of participation would be done with aid of seating plan.

VII. Teacher's Qualities: Qualities found in the successful teacher

1. Voice: (well modulated) (rasping) (pleasing) (too loud)
2. Enthusiasm
3. Considerateness
4. Fairness
5. Sense of humor
6. Courtesy
7. Self-control

VIII. General Impression:

3. Personal Conference With Teachers

Very important, and a too often neglected phase in this work is the personal conference between the principal and the teacher visited. The conference should be democratic, as impersonal as possible, with emphasis on the objective values. The good work, no matter how little there is, should be commended, the mediocre and the poor work should be indicated. Invite the teacher



The Flight into Egypt, by Murillo.

to ask questions, offer your suggestions, but in no case order him to do thus or so in the future. The principal in such a conference has been likened to a good physician, the teacher to a patient seeking advice on some distemper or ailment. Even healthy persons should periodically visit their doctors, if for no other reason than to confirm their good health. Teachers do not resent these meetings, rather welcome an exchange of views on their work.

4. Group Meetings

In some larger schools group meetings, about once a month, have proved stimulating professionally and have aided supervision. Teachers in the fields of religion, mathematics, English, science, commerce, and social studies, as well as other subject-matter fields where the student enrollment is not very large, might also meet. Effective leadership, preferably by some older and experienced teacher, clear pur-

poses, and topics of general interest, prepared well in advance of the meeting, are matters to be considered in developing the group meeting to some degree of success. The discussion leader should be sure to avoid the pitfalls of allowing some teachers to hold forth long and loud on their pet theories, or of letting the discussion go too far afield on unrelated material. These meetings easily replace the weekly teachers' meetings, customary in many teaching communities, and prove a fine departure from the weekly discussion by the principal, where the stress is rather on the administrative than on the supervisory.

5. Demonstration Lessons

This phase of supervision is linked closely with group meetings; in fact, can be made part of them. The need would determine the frequency of such lessons, possibly several times a year. For audience,

beginning teachers surely would be a part, likewise teachers new to the school and possibly mature teachers still in a rut. Here, as in the group meetings, older and experienced teachers would be in demand for purposes of demonstrating. The demonstration lesson could be given equally well with or without a class of students.

6. Intervisitation

A rather indeterminate phase of the principal's supervision is intervisitation of classes by teachers in their own school, and of classes in other schools, private and public. Visitation of classes in other schools has been done before, either on a holyday, or on a school day, with replacements made. Visitation of classes in our own schools, where younger teachers visit experienced teachers in action has not been tried to any appreciable extent, but it too has merits.

7. Group Projects for the Whole School

This form of supervision ties in with the class visitation report. In it we point out our concern at a certain specific phase of the teaching technique observed in classes over a set period of supervision. The procedure would take this form: Specific phases of teaching, such as class participation in recitations, skill in making assignments, skill in questioning, the organization and conduct of drills, teachers'

mannerisms, attitudes toward the teacher and subject matter, would be discussed at the principal's school conference on order. For the next two weeks, or for a longer period, class visitation with a special check list high-lighting the teaching acts indicated above, would be made by the principal. After this period the principal might well report his findings, not only to the individual teacher in private conference, but also to the entire faculty. After a lapse of several weeks or months, the same procedure might be repeated, where the principal would utilize previous reports of his findings. In this way an entire year's plan of supervision can be effected.

8. Other Phases of Supervision

Other phases of supervision as I now simply indicate, deserve consideration, discussion, and investigation. The encouragement of the use of *educational tests* as reliable and valid evaluators of teaching success should be fostered more than it has. A principal who interests himself in a subject-testing program will do much to advance the cause of efficient instruction in his school. Important to remember here is that the teachers themselves be better schooled in test interpretation. Too often are tests, and good ones, given and no remedial action taken. In cases where they are entered on the permanent record card, little or no cognizance is taken of results

achieved—a definite loss as far as guidance goes.

Meeting the instructional needs of slow pupils, pupils who cannot master the traditional subjects, is another matter of grave concern to the supervising principal today. Elimination of these students to the public schools does not solve, it simply evades the problem. Increasing the number of vocational courses, introduction of remedial work, dilution of academic subjects, along with the necessary adjustment of a marking system and a different kind of diploma might be the solution. One solution which can always be tried is the sectioning of a group, sectioning by classes, sectioning within a class, if the class is not homogeneous. Such sectioning may be only in the mind of the teacher.

Supervisory bulletins, which study failures, pupil response, distribution of marks, test results, might too be used. *Direction of professional reading*, magazines and books on general education and special methods should be considered also in the over-all view of supervision. Finally, remember that supervision is never inspection for its own sake, but by means of helpfulness, mutual co-operation, and friendliness, it has for purpose to quicken our professional conscience through an understanding of Catholic high school objectives, actualized in methods peculiar and special to our Catholic Way in Education.

Health Education: A Curricular Stepchild

*Sister John Joseph, O.S.F.**

JUAN lived three miles from school and fifteen miles from the nearest mission. The doctor was still farther away because he lived in the county seat several miles beyond the mission. Juan was the oldest of four children. He was in the fourth grade and liked school very much, so Mama Carmen was worried when one morning he was too sick to get ready for school.

"That Juan," she told Papa Jose, "she must be sick bad to stay in bed one school day. What you think we better do?"

Jose said he would walk over to the school and explain Juan's absence.

"That ticher," he said, "she know what to do for everything. She know how to make Juan well maybe."

"That ticher" nodded wisely when Jose said that Juan was "sick in the throat."

"Don't worry a bit," she said. "Just give him a tablespoonful of coal oil every two or three hours and wrap a rag wet with it around his neck. He'll be all right in no time."

Jose thanked her and went home. But Mama Carmen had no coal oil because she cooked with charcoal and burned candles for light. So Jose cranked up his old jalopy and drove the fifteen miles to the mission. There he bought coal oil and hurried back to the anxious Carmen. Now Juan would soon be well.

But Juan grew worse instead of better. In spite of the coal oil it became harder and harder for him to breathe and two days later he gave up the struggle. By that time another child was "sick in the throat."

When Jose went to the mission to arrange for Juan's funeral, one of the Fathers drove home with him, put the other children in his car and drove to the nearest doctor. The sick child had a well developed case of diphtheria, so it was decided that Juan had had a malignant laryngeal form of the same disease. Jose, Carmen, and all the children were immunized at once. The sick child eventually recovered, but as a result of Juan's death Jose's faith in "tichers" was gone forever.

Teachers Not Prepared

This story is startling but true. Unfortunately it is not an isolated case of a teacher's ignorance of health principles but only one of an increasing number of such cases that have been brought to our attention during the past few years. A thoughtful review of them forces one to the reluctant conclusion that the health education section of our teacher-training program must be woefully inadequate.

Perhaps you feel that few teachers would do as "that ticher" did—that they would realize that Juan might have diphtheria and direct Jose to take him to a doctor. You may be right, but the fact remains that many of our teachers seem to have only a vague idea of the principles underlying physical, mental, and emotional health. As a result they often unintentionally do serious or irreparable damage to the children entrusted to them.

This ignorance is not as a rule culpable. Students are inclined to take the teacher-training program offered by their school in a trusting and, for the most part, un-

*St. Francis School, Portage des Sioux, Mo.

critical spirit. If they notice that the health education section consists of superficial courses in anatomy, and physiology, with a few lectures on mental hygiene thrown in for good measure, and if none of these courses seems to be of much practical value or interest, they accept the situation without comment and sleep through the courses.

When they begin to teach and are confronted with animated physical and emotional problems in the persons of their pupils, they frequently wonder why some course couldn't have been given that would assist them in solving such problems. But as they usually have no way of obtaining the help they need they stumble along, fumbling and struggling, trying to find a solution by the trial and error method.

Physical and Mental Health

The term "health" cannot be limited to mean the mere physical well-being of a child. Dr. Jesse Williams, in one of the earlier editions of *Healthful Living* defines health as "that condition in which mind, body, and spirit work together to obtain the greatest possible good." A child is a complex creature and its physical, mental, and emotional growth rates must be synchronized if it is to grow into a well balanced adult.

Physical and mental hygiene complement each other and both belong to health education. It is my personal opinion that there are no truly bad or stubborn children, but merely children with physical or emotional handicaps. All too often these handicaps go unrecognized—and therefore untreated—until the child becomes definitely maladjusted and presents a problem. Unfortunately, teachers who are ignorant or skeptical of the relationship between behavior and handicaps of this nature are often the predisposing cause of a maladjustment.

Such teachers are usually rigid disciplinarians, forcing all children into one behavior mold instead of studying the child, then fitting the discipline to its special needs. Discipline is necessary of course. A child without it is like a ship without a rudder, utterly and dangerously adrift. An undisciplined child will be peevish, discontented, unruly, and will grow into a peevish, discontented, and unruly adult. But so will an unwisely disciplined child. The iron hand of discipline should usually be hidden in the velvet glove of understanding and tolerance and only a comprehensive course in mental hygiene, with practical applications to teaching problems, can fit one to weigh disciplinary pros and cons intelligently.

Teachers Can Help

Teachers often blame parents for the emotional foibles of their pupils. It is true that physical and emotional training has its origin in the home, but if the training in school is utterly and diametri-

cally opposed to that of the home, a child's adjustment may be slow and painful. If a teacher is not patient and understanding an adjustment may *never* be made, and emotional difficulties will arise which have their origin in the disciplinary situation in the classroom. That is why practical training in mental hygiene should be part of a teacher-training program. It also points to the fact that knowledge of a child's physical and emotional background is of vital importance to a teacher.

There is also a very definite relationship between a child's physical and emotional condition and its spiritual life. That our Lord considered this relationship between man's physical and spiritual natures important is shown in many incidents of His public life. Religious teachers are trying to walk in His footsteps. Before they decide that in their disciplinary attitude they can ignore such factors, it might be well for them to meditate a bit upon Christ's tolerant attitude toward the varied physical and emotional shortcomings of His followers. In particular, His patient humoring of St. Thomas' stubborn incredulity holds a lesson for all teachers.

Your Inventory

Health education should go beyond mere superficial courses in anatomy, physiology, and mental hygiene. It should be so practical and comprehensive as to become a tool by which the teacher can mold and shape her pupils. The following questionnaire may help you decide whether or not you possess such a tool.

1. Can you give simple tests for visual and auditory acuity?
2. Are you able to cope with emergencies requiring intelligent first aid treatment? Also ask yourself if you realize that apparently trivial injuries may become serious if neglected.
3. Do you realize that a runny nose and watery eyes may be symptoms of anything from a simple cold to polio? Do you isolate a child with them in so far as is possible? This involves the ability to recognize the early symptoms of the acute infectious diseases.
4. Are you familiar with the symptoms of malnutrition and nerve fatigue in children?
5. Are you competent to advise parents regarding rest and nutrition for children?
6. Can you recognize and treat mild insulin shock?
7. Would you be able to treat a child with an epileptic seizure calmly and intelligently? (There is a widespread belief among otherwise intelligent people that the saliva of an epileptic is infectious. This is untrue, but it has caused epileptic children to be shunned and neglected. Such neglect frequently results in serious injury to its victim.)
8. Do you realize that sore eyes must *never* be neglected?

9. Can you recognize abnormal skin conditions?

10. Do you realize the importance of periodic relaxation and exercise for children?

11. Do you realize that children cannot be alert in a stuffy, ill-ventilated room?

12. Do you realize that extreme irritability or extreme dullness and apathy all too often indicate the presence of physical defects which can easily be remedied by minor surgical measures, dental or optical care?

13. Do you realize the necessity of probing into the physical and emotional background of your pupils?

14. Could you direct the parents of your pupils to the various agencies which would assist them in remedying defects, and give them social, psychological, or material aid?

15. Do you realize that such things as purifying, ultra-violet lights are not ornaments but vital weapons in the fight against disease?

16. Can you present health principles clearly and intelligently?

17. Do you realize that the teacher who neglects herself physically is not acting justly to her pupils?

18. Do you realize the need for widespread and complete immunization against the acute infectious diseases?

19. Do you realize the need for giving a good example in matters of physical and mental hygiene? Actions always speak louder than words.

Perhaps you feel that most teachers will never need all the above skills and attitudes. But how can any teacher decide just which she will or will not need? Even in districts possessing superior and efficient health service emergencies may arise which call for prompt, intelligent action before a nurse or doctor arrives. In rural districts where health service is merely a name occasionally heard it is imperative that a teacher be able to act also as a social worker or nurse's aid when necessary.

Seek and Find

And now, if my questionnaire shows that your health education equipment is a very blunt, ineffectual tool, what can you do to sharpen it up a bit?

As an individual you can't do a great deal perhaps, but with the co-operation of superiors, school principles, and superintendents a great deal can be done. Application to organizations such as the American Red Cross, the Anti-tuberculosis League, the United States Public Health Service, and the Visiting Nurse Association will make available a variety of courses and practical lectures. The various county and state organizations for Handicapped and Crippled Children will serve in the same way.

Many religious congregations have affiliations with hospitals. It should be a simple matter for such to arrange for medical and nursing staff members to give courses to groups of teachers.

Diocesan school boards might also cooperate. It would not be difficult for them to arrange for lectures on pertinent subjects to be given from time to time during the year. Many of them hold clinics or workshops in subjects such as remedial reading. Why not an occasional health education clinic for variety?

Your local Catholic Charities organization would probably be very glad to enlighten you concerning the possible and practical sociological and psychological solutions of teaching problems. Most dioceses sponsor very efficient organizations. If yours does not, application to the local Associated Charities would bring the same results.

Individual groups could form study clubs. The Metropolitan Life Insurance Company puts out excellent pamphlets on most of the subjects treated in the questionnaire. Perhaps the same company or other insurance companies, through their local office, would give special help to your study club.

The United States Department of Education also puts out a valuable pamphlet, *What Every Teacher Should Know About the Physical Condition of Her Pupils*,

Pamphlet 68, Dept. Interior. It is an old publication, but would provide good material for a study club. So would a pamphlet, *Mental Hygiene in the Classroom*, published by the National Committee on Mental Hygiene.

Many schools are offering workshops in health education. More would perhaps open such workshops if sufficient interest in them was manifested. Smaller Catholic colleges, handicapped by lack of funds or personnel, could undoubtedly arrange for workshops for summer or Saturday classes by applying to the organizations mentioned above.

You may feel that to follow any plan outlined would take a great deal of time and effort. It would, but you would reap large dividends on the investment. As Christians we are obliged to strive for perfection. Would time be wasted if it helped us to observe the Fifth Commandment and the precept of love of neighbor more perfectly?

What a Masterpiece!

A teacher who follows the principles laid down by an adequate course in health education will almost automatically turn

the minds of her pupils Godward. Her tolerant, sympathetic, and understanding attitude toward their mental, physical, and emotional problems will make them feel that she is trying to put into practice the religious principles she teaches. An intelligent presentation of fundamental physical facts will convince them of the physical perfection of their minds and bodies. They will see that only an all-wise, all-powerful Creator could have conceived of such perfect precision machines and laid down laws so minutely regulating their performance.

There is perhaps no more spiritually stimulating doctrine than the one which teaches that our bodies are the temples of the living God. That same God not only designed and built them but embellished them with physical, mental, and emotional capabilities.

Pagans spare no efforts to beautify the temples of their false gods, and jealously guard them against desecration. Will any time or effort of ours be wasted which will enable one child to guard and beautify more perfectly the mind and body which are so definitely and peculiarly the temple of the one, true God?

Music Appreciation in Catholic Schools

*Sister M. Florian, S.S.J.**

CATHOLIC music educators aim not only to impart a love and knowledge of music, but also to cultivate good taste in music; and they recognize that music has an important educative value which is necessarily bound up with its contribution to culture. Walter Damrosch once said that he "felt if he could influence the musical training of the child until its eighth grade, the future would take care of itself."

Music in Education

Music is one of the greatest human factors in character building. It is truly a necessary factor in the life of every child, for it is a fine art that speaks a universal language. The child experiences keen enjoyment in participating in a musical organization, and these noble, emotional reactions bring, incidentally, a growing attitude of refinement and culture. Its place in any educational system is undisputed. It has been proved that students and lovers of music will of necessity be, in a certain sense, superior to those who have never experienced the charm of melody. A person's musical background will unconsciously inspire him to seek harmony and truth in all the phases of life. It will enable him more clearly to find the aes-

thetic elements in literature, and to express himself in a manner which is consistent, forceful, simple, effective, and above all, sincere. Music is, indeed, a great art, but it is a science as well, in that it requires so much accuracy, clear thinking, and keen mental adjustment. To render music artistically, a disciplined mind is absolutely necessary. The disciplinary value of music as a school subject is seen in the power it exercises over the moral, mental, and physical nature of the child. His emotions, to which it appeals most, are lifted to respond to the higher things of life; by no other subject is his mind so attuned to concentration, alertness of perception, and logical reasoning; and the rapidity of coordination which music demands from a student calls even upon his physical nature. It is a training of the whole child, body and soul, mind and heart, and this training will carry over into his professional, avocational, and civic life; it will influence his companionships and environment.

Music is admittedly a gift from God. Its mission is to make mankind and the world better, to charm and brighten the grave routine of life. Besides awakening in children a desire to sing and play good music, to develop a social spirit, and to provide a wholesome emotional outlet to the child,

all educators hope through the study of music to aid the "development of the individual through the growth of his personality and social nature, and to enhance life by providing that elevation of spirit which comes from contact with the beautiful." We now come to consider the cultural value and what we mean by appreciation of music.

Music Is Cultural

We may come in contact with good music by listening as well as performing. Naturally, the knowledge and love of music must precede its artistic rendition. As early as kindergarten years, children in the Catholic schools are taught appreciation of music. In these little ones we strive to arouse and preserve an interest in good music first, through listening to tuneful melodies and simple harmonies. Often they respond to its varied moods and rhythms by clapping, marching, or dancing. This rhythmic expression is followed by the singing of lovely songs. In the primary grades more singing is done, and the natural tendency of the child toward that which is beautiful is developed through the use of suitable songs which are a real delight even to the youngest. Mursell in his *Psychology of School Music* says: "musicality is not a specialized abil-

*Immaculate Conception Convent, Rochester 8, N. Y.

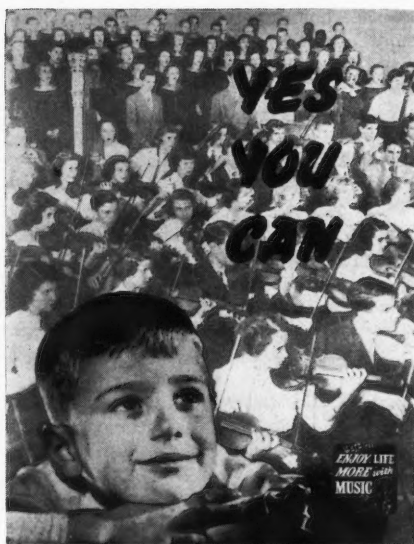
ity, but has a natural affinity for a wide range of culture. . . . True music appreciation is that force in music education which seeks to arouse in a child a love of music and to make that love deeper and wiser." Much has been done to bring a "deeper and wiser" appreciation of music to school children. The children of our Catholic schools have every advantage of listening to good radio programs of the Rochester Civic Orchestra, under the direction of Guy Fraser Harrison. Many of our schools have excellent equipment for listening to good records. Children are taught the art of listening to fine music — of appreciating the different instrumental effects. They can easily recognize the themes and the composers of great music. It is hoped that before very long more of our active Parent-Teacher Associations or some other organization will make it possible for all Catholic children in Catholic schools to enjoy and appreciate great music.

An Expressive Art

Music may enrich, broaden, and deepen the social understanding, but it has also a significant contribution to make to human development as an expressive art. No culture can be completely understood without hearing and interpreting its music. And so the Catholic school encourages further appreciation of music through creative expression. This can be done largely through the interpretive sense, that is, through artistic rendition and interpretation of the music sung or played. Active participation is a real means of recreating the composer's thoughts and emotions. The children of kindergarten age are taught to express the various moods and rhythms of compositions to which they listen. By means of the toy orchestra of the primary grades, and always through the singing of songs, the child is able to express himself musically; to listen to, or create, and to find a message of beauty in the composition heard. As poets must have words, and painters must know colors, as architects must acquire precision of line, so must the creative artist of music depend upon musical symbols for the expression of his art. The young child is encouraged to create original melodies, almost unconsciously using form and balance, through musical conversation. Older children in our schools are taught to write melodies in musical notation in a more formal manner and often set original words to original music. Through his creative music, the child can feel the eternal rhythms of man's strivings toward an eternal goal; eternal melodies re-echo in his heart and soul, and not infrequently we discover a very small child who holds the lamp of inspiration and genius in his little hands.

Group Singing

Music appreciation certainly is increased through performance. It is largely in this



This is a reproduction of one of a series of posters to stimulate children's interest in music. The posters, 17 by 22 inches, may be obtained from the American Music Conference, 332 South Michigan Ave., Chicago 4, Ill.

way that our Catholic school children are taught to cultivate good taste in music, to discriminate between that which is good and that which is bad when they hear it, over the radio, in the home, or especially in church. We encourage the children to sing in large groups because there is often as much or more joy in performing as there is in listening. Our children are not taught to sing for show or for commercial returns, but rather for the encouragement and personal pleasure they derive from singing in a group. And this carries over into their congregational singing of hymns and Masses. When Catholic school children sing a high Mass together, they are not doing it to demonstrate their musical ability (although that is apparent), nor for the entertainment of listeners, but rather for the purpose of joining their praises with other members of the Church on earth as well as those in heaven, who sing before the throne of God — "to joyfully sing the praises of God and His saints, and thus give evidence of the unity of their minds in adoring God" (Pope Pius XI, Encyclical, *Divini Cultus*). This is a counteraction to the musical snobbishness of the more talented, specialized singers which prevents an appreciation for anything other than their own technical skill.

Choose the Better

Both in the choice of material used and in its careful performance, Catholic music teachers try to give Catholic children only the best and most artistic. Catholic school music has for its aim not only the happiness and enjoyment of the individual for his social, home, or civic life, but it is likewise a foundation for his fuller participation in the liturgical life of the

Church. A child who sings good music will, consciously or unconsciously, soon develop a sense of discrimination between the good and bad. He will relegate the vulgar, popular boogie-woogie to its proper place, while deriving real joy from listening to the finer, artistic things. Claude Palmer, head of the music department of Ball State Teachers' College, Indiana, once said that "many a person is living on a lower plane than he should in this enlightened age, feeding his spiritual and emotional nature on bones and husks because he has not discovered better fare." It is the fervent hope of Catholic music educators that, by feeding and nurturing the Catholic child on only the best in song material, choice of hymns and chants which are in accordance with the principles of artistic, Church music, they will be able to distinguish between those which express strong, fervent prayer and solid Catholic doctrine, between those which are expressed in words that roll out in majestic grandeur of phrase, yet with dignified love and tenderness — and those soft, sentimental, florid things which, in a recent article in *America*, Anthony Dunn describes as "pious love songs, both the words and music of which suggest the composition of a kind of ecclesiastical Irving Berlin." All this forms no small consideration in the plan of teaching Catholic school hymns whose words, melodies, and harmonies must conform to certain definite principles laid down by the Church. Pope Pius X in his *Motu Proprio* made clear a general rule to follow in this matter: "The more a musical composition for use in church is like plain chant in its movement, its inspiration, and its feeling, so much the more is it right and liturgical; and the more it differs from this highest model, so much the less is it worthy of the house of God."

May we not hope that our children, who sing and feel and love the hymns and chant of the Catholic Church so tenderly and so well, will grow into strong men and women of tomorrow — strong enough not to tolerate or at least not partake in the kind of stuff we have tried so hard to let die.

Music has grown out of man's fundamental human need to express his struggles, his ideals, and his dreams. Through music the Catholic child expresses his thanksgiving, adoration, praise, and petition to his God. It is the fervent hope of Catholic music educators to form a "generation of musicians implying the ability to know and appreciate musical expression in any of its manifold forms, to sing with beauty of tone as naturally as to speak or read," that ultimately, we may more worthily live the words of Holy Church:

"It is truly meet and just, right and salutary, that we should with our whole heart and mind and voice, proclaim the praise of the invisible God, the Father Almighty, and His only begotten Son, our Lord, Jesus Christ."

The CATHOLIC SCHOOL JOURNAL

Editor

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Question on Teaching the Catechism

There is now going on a world-wide discussion of catechetics. In every diocese the Confraternity of Christian Doctrine under the direction of the bishop is organizing a diocesan conference. All this material is to be sent to Rome and to be digested.

It might be interesting in this connection to ask some questions which this world-wide consideration should be expected to answer with reference to the teaching of catechism. The problem is, of course, wider than that, including as it does the problem of teaching religion. These two problems are often identified, yet the problem of teaching catechism is only one phase of the problem of the teaching of religion: the formation of the Christian.

Now for some questions on the teaching of the catechism: We call a catechism for our present purpose a summary of doctrine in the form of question and answer intended for the instruction of the young.

1. Are any of the so-called catechisms dated prior to the reformation in fact books of doctrine in question and answer form for the instruction of the young? (This applies particularly to Alcuin's book so frequently mentioned.)

2. Is the *Catechizandis Rudibus* of St. Augustine in any sense the precursor of the catechetical method as we understand it?

3. Is the practice of Christ in the New Testament properly termed the catechet-

ical method, or is it a justification for modern practice?

4. When was the first catechism introduced in Catholic teaching?

5. Is it correct to attribute to Luther the first effective popularization of the catechetical method?

6. Did Canisius' effort grow out of the results of Luther's Catechism?

7. Has the catechetical method ever been used in any other subjects in the elementary school?

8. If so, why was it abandoned?

9. What is the significance of the word "Catechism" in the Catechism of the Council of Trent?

10. Would conformity to any established principles of educational psychology change in any way our methods of teaching catechism?

11. In the Christian formation of the young what is the function of instruction in the catechism, i.e., Christian doctrine in this form?

12. In what ways are teaching of the catechism related to or integrated with the training of the will?

THE CATHOLIC SCHOOL JOURNAL publishes these questions to promote discussion and will be glad to publish letters commenting on or discussing the problems raised or related problems. — E. A. F.

The Natural Law in Schools

The Emphasis on Natural Law by the college of law of the University of Notre Dame by holding annual institutes on the subject with high authority inside and outside the Church is to be highly commended.

This is one constructive way to meet the issue of totalitarian government "Statism," and a planned economy that means more and more regimentation to the point of individual enslavement. The mere calling of names or the repetition of slogans will do no good. The bare assertion of rights is met by the bare assertion of the contraries. Giving circulation to such great statements as the following from Sophocles' *Antigone* helps:

Nor deemed I that decrees were of such force that a mortal could override the unwritten and unfailing law of heaven. For not of today, or of yesterday is that law. Eternal it abides. No man can date its birth.

So too in 1950 we may quote Pope Pius XII.

Natural law, that is the foundation upon which rests the social doctrine of the Church. . . . Man's essential rights are protected by an insurmountable barrier. On this side of the barrier the common welfare may regulate things by law as it pleases. On the other side it may not; it cannot infringe these rights because they are what is most precious in the common welfare.

This is all beautiful but it must be translated pedagogically so that no person

comes out of a Catholic School without an understanding of it in its effects on political, social, and economic life. Our college graduates do learn about it, but I fear too much as a formal principle rather than a vivifying influence on all our thinking about life. — E. A. F.

Mother Mary Fidelis, S.S.N.D.

On Thanksgiving Day, Mother Mary Fidelis Krieter, the Commissary General of the School Sisters of Notre Dame, died in her fifty-eighth year. On the Tuesday following St. John's Cathedral, Milwaukee, was crowded to overflowing with members of many religious communities, many priests and monsignori, bishops, an abbot, and the Archbishop of the Diocese, Most Rev. Moses Elias Kiley.

Mother Fidelis had served in many capacities as grade and high school teacher, as principal of grade and high schools, as assistant to the commissary general for nine years and as commissary general, elected first in 1941 and re-elected in 1947. Her supervision extended over 487 schools in which 157,000 children are taught in the United States, Canada, Japan, Guam, and part of South America.

The pontifical requiem Mass in the presence of His Excellency, Archbishop Kiley, was offered by a Notre Dame boy, Bishop Albert G. Meyer of Superior. The sermon was preached by another Notre Dame boy Auxiliary Bishop, John Grellinger of Green Bay.

We make our own Bishop Grellinger's tribute to Mother Fidelis as a woman of faith, of hope, and of love:

The victory came to her because she had a deep faith. This is the victory — our faith. She had a deep faith. A faith which was enlivened by a great abundance of the gifts of the Holy Spirit — the gift of understanding, of knowledge, of counsel, and of wisdom. . . . Mother Fidelis was a woman of great hope, one who hoped in spite of appearances according to the circumstances of her life. God did not make those circumstances easy; perhaps because He loved her so much and saw that she had reached the spiritual stature in which she could bear a great burden. He gave it to her and yet she trusted. . . . Mother Fidelis was a great lover of God. How she loved Him! It was one of the things that she took upon herself as the Commissary General of her Sisters — to spread the gospel of love among men. Knowing full well that out of charity all other things will grow she promoted the Apostolate of Kindness — think kindly, speak kindly, act kindly. . . . Her whole life was dedicated to the sanctification of souls, to teaching either approximately or remotely. . . . And all the other beatitudes give as did Mother Fidelis a concrete example of the supernatural for us. You could not but sense that when you came in contact with her and that is why it is good to speak of her because we need that concrete expression of the supernatural for our own edification. May her soul rest in peace! — E. A. F.

Sex Education in the Catholic Classroom

James D. R. Ebner

AS WE saw in the December JOURNAL many young people are troubled by a sex problem intensified and drawn out through the action of the wrong persons and the inaction of the right ones. Promotion of purity is little better than none. In fact, when youth's shepherds perform their duty timidly or blindly or confusedly—even in good faith—they provide scarcely more protection from the wolves of impurity than if they were acting through carelessness or indifference. The damage to the sheep comes to the same result: a real, objective thing with no necessary relation to the good intentions of the shepherd. Sinful neglect and pious reserve can produce an identical effect.

"What difference does it make," the fallen angels say, "whether a saintly teacher or a lax one plays the youngsters into our hands? In a way, we prefer to use the holy Joes, for nobody suspects *them* of refusing to explain those damnable distinctions between right and wrong, to inspire a detestably clear-minded, firmly-motivated purity, to reveal the significance of it all. Maybe we don't silence all Catholic educators on the sex question, but give us credit for keeping lots of them delightfully innocuous and futile."

The effectiveness of this strategy, evident in statistics quoted previously, is brought out in the cases of two Catholic school graduates, both of them good and generous boys, both from circumstances better than average.

The first worked at his books faithfully year after year, won letters in high school for football, and was elected a senior officer. His is the record, you would say, of a well adjusted fellow. Yet the truth is that he found life painfully difficult from the beginning of adolescence right through wartime service with the navy and subsequent university work.

Recently, having at last learned the proper philosophy of sex, he wrote thus to a former teacher:

My heart bleeds when I think of the misery I would have been spared if, during my high school days, my Dad would have really told me the score. Now, after seven years of scruples, doubt, ignorance, curiosity, and what have you, I finally see the light. . . . Pray God that . . . I will do His wishes.

Much less restrained in accusing his teachers is another graduate, who wrote a long and violent letter to this effect: What possibly can be the purpose in paying tuition to support a Catholic high school where not even once in four years will you hear a warning against the vice of masturbation? Why must you have to enter a Catholic university before finding out that the habit is evil, that each separate indulgence is a grievously sinful matter?¹ This pair of instances, perhaps extreme, illustrates in a striking manner the pattern of mischief re-

EDITOR'S NOTE: This is the second of a series of articles. It is published with the *Nihil Obstat* of Rev. John A. McMahon, censor for the Archbishop of Chicago, and the *Imprimatur* of His Eminence Cardinal Stritch.

sulting when first the home and then the school shirks the duty of purity instruction.

How much better, on the other hand, if every Catholic graduate could look back only with gratitude upon the way his alma mater handled the question of chastity. How much better if every graduate could write to his teacher as did this young man (a physician's son, incidentally):

When I joined the navy it was to my advantage that I had you for religion. Because you know how low some men can get when they're together. It has helped a lot and so far I haven't left the right path. Thanks to you. Some of the fellows that had you that year still think and talk about what you taught us.

Private Interpretation

Although this third young man supplies testimony entirely different from the first two, yet all three were graduated from the same high school. What they learned about mathematics, languages, and history was pretty much the same. But on such a deeply vital topic as chastity and sex, they learned merely what each individual teacher thought they should. And what these teachers thought profitable differed as much as Protestant interpretations of the Bible—just as the opinions of Catholic teachers generally vary from one another.

Amid the welter of ideas, however, two extremes are visible. On one side are the *maximalists*, who err by excess. "Tell the students everything," they say, "and tell it point-blank." On the opposite side are the *minimalists*, who err by defect. "The less said the better," they maintain, "and silence is best."

In the maximalist camp are some irresponsible characters, such as the exhibitionist, who never ceases dragging sex into all his classwork, and the sensationalist, who likes to shock young people. However, most maximalists are earnest teachers following this type of reasoning: the students are very much in need of help with chastity; the more instruction we give them the better off they will be.

In the minimalist camp, also nonrational elements, such as the squeamish person, whose early training left him jumpy and narrow; the scrupulous soul, who himself has failed to work out a normal adjustment to sex; the fossilized mind, who cannot understand why the method which succeeded a generation ago down on the old homestead does

¹All footnotes and references will be found at the end of the article.

not pan out well today; the heedless character, who (as discussed last month) does not even recognize youth's difficulty with chastity.

But most individuals in this camp, which is the larger by far, are sincere teachers thinking along either of these two confused and related lines: (1) since we put youngsters in danger of losing their chastity by our very speaking about it in public, we are safest in saying nothing; (2) since the Church condemns sex education, therefore we must not be plain spoken on marriage and the sixth and ninth commandments.

The Golden Mean

Between the two camps are the *moderates*, who conclude that both extremes see but a limited area of a large problem; each champions truth but not the whole of it. Taking a broad view, the moderates realize that what appears a great and unfriendly distance between the opponents is really an unrestricted ground allowing great freedom of opinion. Spiritual and educational leaders point out norms but do not furnish the precise phrases which teachers are to employ; even the directives from Rome leave an almost unlimited margin for variation in opinion.

Sensible observers, moreover, do not underestimate the difficulties involved in clearing up apparent contradictions in this field. For example, common sense obliges a teacher to be modest and restrained on matters of sex; yet charity and justice drive him to speech and action. He can cause harm by overdoing purity lessons as well as by keeping silent. How will a teacher calm his conscience if he says nothing effectual on purity, lest he trouble his students—and yet how will he feel sure he is not tempting them when he does speak out clearly?

Perils of Public Presentation

It seems safe to say that there are many teachers who would like to dispense light and aid, but who never work up a definite program of chastity instruction on account of valid fears. And inflaming students' passions in the classroom is only one possible evil. The Catholic teacher can charge their imaginations with lurid pictures that recur time and again; he can stir up prurient after-class discussions; he can shock his hearers, some of them tender and most of them possessing high aspirations; he can lower ideals with a frivolous or light delivery; he can destroy holy associations with sex by dwelling on medical details to the point that he communicates the very physiological attitude which the Church condemns in secular school systems.

This danger of scandalizing youth obviously requires teachers to keep within the bounds of modesty; so that here we have the first restriction on any sex education or chastity program, a restriction rooted in nature.

A second restriction, actually an interpretation of the first, derives from recent ecclesiastical pronouncements of special interest to teachers. Since the notion is widespread that the Church has forbidden plain-spoken discussions of chastity—a view propagated by minimalists—it is most important that we see what the Church really forbids.

A Passage Much Misconstrued

Let us take up first an oft-quoted statement from the Encyclical on Christian Education.

Another grave danger is that naturalism which nowadays invades the field of education in that most delicate matter of purity of morals. Far too common is the error of those who with dangerous assurance and under an ugly term propagate a so-called sex education, falsely imagining they can forearm youth against the dangers of sensuality by means purely natural such as a foolhardy initiation and precautionary instruction for all indiscriminately, even in public; and, worse still, by exposing them at an early age to the occasions, in order to accustom them, so it is argued, and as it were to harden them against such dangers.²

This statement is sometimes brought forward as a telling argument against public sex education. And since many confuse sex education with purity instruction, it is used as a conclusive proof that the Church demands silence in the classroom when chastity topics are concerned.

The truth is that public sex education is forbidden, but in other texts and on other grounds. In the passage cited above, the main point is something else: a naturalistic, religion-less explanation of sex is a grave evil, were but one single child thus initiated and indoctrinated in the utmost privacy; the evil of such education is aggravated when presented publicly, but being evil in itself it is not necessarily so because it is public.

An interesting commentary on this passage is supplied by Father Leycester King, S.J., a psychologist who can scarcely be classified as an advocate of public sex instruction:

It seems clear that a form of instruction and counsel on sex matters which does not rely on merely natural means, which avails itself to the full of the support afforded by religion and piety, and which is not addressed to both sexes indiscriminately, does not fall under this reprobation, even if it takes the form of class instruction, i.e., is given in public.³

Roman Documents

More to our point are these other texts. First, a valuable distinction from the Encyclical on Christian Marriage:

Wholesome instruction and religious training in regard to Christian marriage will be quite different from that exaggerated physiological education by means of which . . . some reformers of married life make pretense of helping those joined in wedlock, laying much stress on these physiological matters, in which is learned rather the art of sinning in a subtle way than the virtue of living chastely.⁴

Second, a decision from the Holy Office in response to the inquiry, "Can the method which is called sexual education of youth or also sexual initiation be approved?"

No, it cannot. On the contrary, the method in

the education of youth employed until now by the Church and saintly men and recommended by His Holiness, Pope Pius XI, in his Encyclical of December 31, 1929,⁵ is absolutely to be followed. One must, first of all, give the young boys and girls a full, firm, and unceasing training in religion. . . .⁶

The Mind of the Church

Third, from statements issued jointly by the Hierarchy of England and Wales, these excerpts:

1. Class or group instruction of children or of youth on the physiological aspect of sex would be fraught with grave dangers, and would be against the traditional teaching of the Church.⁷

2. It is contrary to the mind of the Catholic Church to explain the human physiology of sex publicly to a class of children. Public descriptions of the intimacies of sexual relationship offend that delicacy of feeling which is an instinct of our nature.⁸

Fourth, the opinions of representative writers.

1. From a boyology expert, the late Father Hennrich, O.F.M. Cap.:

What all Catholics reject is blunt medico-physical and anatomic instruction separated from virtue and morality.⁹

2. From the English scholar, Father Ernest Messenger:

A full and comprehensive knowledge of the Church's general teaching is impossible without some knowledge of sex. . . . It would not be possible, then, to exclude sex altogether from the curriculum of Catholic schools. . . . But the teaching should be general, and should certainly not descend to unnecessary physiological details concerning the process of reproduction, at least in the human species.¹⁰

3. From the classic *De Castitate* of Father Vermeersch, S.J.:

In order to enlighten the mind, ward off indecency, and inspire a love of chastity, many things can be discussed openly even in boys' schools. But under no circumstances does the promotion of chastity demand or call for a public exposition on the facts of life, certainly not on what concerns the manner of human generation and of carnal intercourse.¹¹

A Light Yoke

What then is the classroom teacher forbidden to do? Simply to avoid what already he had meant to avoid or had never thought of doing: explaining in detail the purpose and care of sex organs; using sex charts; vivid descriptions of offenses against purity; group attendance at animal matings; social-hygiene pep talks such as the boys get in the armed services ("If you can't be good be careful"); showing films like "Mom and Dad"; discussing the technique of sex relations; and so on.

The Church has not multiplied obligations in pronouncing on sex education, and her limitation upon classroom teachers is light indeed. They must refrain merely from what common sense and experience already prohibit:

1. Inculcating a false sex education, either publicly or privately.

2. Inculcating a worthy sex education publicly.

Getting the Picture in Focus

The issue clears up somewhat when terms are defined and compared: What is sex edu-

ation? What is classroom purity instruction? How do they differ?

Sex Education in the special sense now attached to it means both the initiation of the child as well as subsequent detailed explanation on the "facts of life," which can be identified under four heads: "(1) the origin of babies, (2) the sex differences between male and female, (3) the bodily changes that occur at the age of puberty, and (4) the marital act."¹²

This introduction and indoctrination, essentially a private function, furnishes detailed sex information in order to satisfy the budding intelligence, to forestall evil initiation and perverted notions, to anticipate puzzling changes at puberty, to make more explicit the requirements and means of chastity.

Since it is adapted to the physical, mental, and moral development of the child, in the program of chastity education it is what we could call the variable. The constant would be the formation of will, which must precede, accompany, and follow initiation and later information.

School and Home Closely Related

Classroom chastity instruction provides an adapted indoctrination, which may include any information except detailed data on sex organs and copulation, but which stresses moral formation. Because it is not an initiation, the necessary references to sexual data are general for the uninitiated but direct and matter-of-fact for the initiated.

A comparison of the two disciplines shows that classroom instruction is a supplement to private instruction. Both are geared to the maturity of the learners. Both join the intellectual enlightenment to moral training. Both center on grace, prayer, and the sacraments.

Class instruction could be thought of as sex education with the detailed physiology left out. So great is the latitude allowed the teacher that he can treat all but the most delicate matters.

To check the validity of these considerations, the present writer, having found nothing in print which was pertinent and authoritative; put this question to a theologian who for years has been prodding priests, teachers, and parents to speak up on chastity: "Aside from the intimate fact of copulation, what is the difference between the content of this sex instruction given in the home and instruction on the sixth and ninth commandments as given in the classroom?"

I think that some other things besides copulation could enter into the content of the home instruction that would not be matter for the school. For example, I think a father could appropriately go into the bathroom where his twelve-year-old son is taking a bath, and explain to the boy just what his organs are called, how he should cleanse himself, etc. A mother could do the same for her daughter. There would not necessarily be any reference to copulation in this instruction.

His answer makes it plain, too, that not only in subject matter but also in method there is a thin if substantial partition between home and school instruction.

Contraries Reconciled

The investigation of Roman documents and the definition of terms should point out the common ground between the two extremes and should provide sufficient rebuttal against their arguments.

To maximalists we say that modesty in general demands restraint in public presentation of sex; the Church has specified, as a minimum, that intimate details be limited to private instruction.

To minimalists we say that the Church cannot be quoted as forbidding more than (1) naturalism and (2) sex physiology before groups of adolescents. As for their argument that silence is safest, experience proves that today anyhow, ignorance is not synonymous with innocence.

In fine, extremists on the chastity question have no firm footing since they stand outside of the bounds fixed by necessity and duty, by modesty and the Church. Within these salutary limits, however, there is room for wide diversity of view.

Constructive Advice

Having surveyed what the Catholic teacher is and is not allowed to do in the classroom about purity, we turn next to what he ought to do. On this positive aspect of the problem, also, we find that shelfulls of printed material yield scant experienced or authoritative assistance. So far as the classroom teacher is concerned, too much of what is written about chastity education is negative: the parents should do this and that—but the teacher mustn't! However, among the fortunate exceptions are two articles by Father Francis J. Connell, C.S.S.R., S.T.D., J.C.D., moral theologian at Catholic University:

1. "Teaching the Sixth Commandment and the Doctrine of Matrimony," in the *CATHOLIC SCHOOL JOURNAL* for April, 1946.

2. "Sex Instruction in the High School," in the *Catholic Educational Review* for September, 1949.

In firm phrases Father Connell insists that there is a positive duty to teach effectually on chastity; he states that

the teacher must give correct and adequate instruction in the matter contained in the catechism; and this includes the sixth commandment and the sacrament of matrimony. The religious instructor who, through a false sense of modesty or an excessive yielding to embarrassment, would fail to explain this matter clearly and satisfactorily would certainly be remiss. . . . Nowadays . . . those children whom the Church undertakes to instruct may not be permitted to enter the battle of life with only hazy ideas as to what is prescribed and forbidden by the sixth commandment, and what are the duties and ends of the married state.¹³

Notice how Father Connell emphasizes that the teacher is not only to teach about chastity but to teach clearly, explicitly. This point bears repetition, for "much of the catechism instruction on the sixth commandment is probably useless because of its being so vague and indefinite."¹⁴

It is imperative that the teacher instruct precisely on chastity even when he feels reluctance to do so. He goes on with his lesson even when he has reason to think that certain

individuals are being sexually aroused. So long as this instruction is prudent, he merely continues to do his duty; in this event, not his words but the youngsters' weakness is to blame.

Law of Double Effect

These conclusions, too, were checked with the theologian mentioned above, a priest widely known for both prudence and alertness. "What is a teacher supposed to do," the present writer inquired, "if he notices that one or two of his boys are aroused during what he deems a prudent lesson on the sixth and ninth commandments?"

If the instruction is prudent, the teacher could permit the bad effect in some of the boys, as due to their weakness. Besides, he cannot be sure that the boys are giving internal consent. This theologian, furthermore, is convinced that "nowadays . . . the tendency should be toward definite statements." He believes that . . . the principal "is out of touch with reality" who sat in on a young teacher's class and advised none but general recommendations on chastity.

Love Thy Neighbor

It cannot be too much emphasized that purity instruction is not a matter of whim but of duty; for one of the surprising things about some teachers of religion is their happy-go-lucky dismissal of youth's sex problem. They act as though it is supposed to disappear if they but refuse to think about it.

As one who has received ten talents, the religion teacher within his means is obliged to help others. He who has spent the critical years of his youth in holy houses, with the best of companions, under the guidance of experts, alongside the wells of grace—he, it is evident, is expected to do whatever he can for his students, none of whom are so bountifully blessed as himself. "Freely have you received, freely give" (Matt. 10:8).

When God calls to judgment the Catholic teachers living in our time and He examines their record on the spiritual works of mercy, who can deny that "instructing the ignorant" and "counseling the doubtful" will be interpreted to include effectual purity lessons?

When as a matter of course the school teaches all students the proper attitude on sex, rules for right and wrong, practical methods of self-control, and the like, then some of the harm can be undone if the parents have failed in their duty; if the parents have performed it, assurance will be made double sure. Fewer generous souls will be scrupulous or bewildered; they will have a deeper understanding of chastity. There will be less subjective sins from careless youths, more wholesome dating, more care in choosing a mate, less "Catholic divorces."

It is a sign of the times that in one metropolitan diocese, after too many Catholic high school graduates had turned up in the matrimonial court practically oblivious of the fundamental duties and ends of their state, the chancery office sent out priests, as an attempt at prevention, to give a series of marriage lectures in every Catholic high school not conducted by clerics.

A Contract With the Home

Not only in charity but also in justice the teacher owes good instruction to his classes. When Catholic parents entrust their children to Catholic institutions—and that usually at some sacrifice—they readily cite moral training as a primary reason. "He may not be much of a scholar," they apologize, "but we want him to become a clean, upstanding young man."

Truly, if the Catholic educator eats his daily bread from the table of Catholic lay people, it is above all that he may carry on his work as professional adviser in the field of faith and of morals. Just as it is assumed that his exposition of Christian doctrine will be right and clear, so also it is expected that his presentation of Christian chastity will be precise and comprehensible.

A Practical Plan

Now there is no thought of maintaining that chastity lessons are the only phase of moral education, or that the world can be spelled out in terms of sex, or that chastity is the highest virtue, or that knowledge of means and motives *ipso facto* produces virtue.

But to come to grips with the peculiar needs of our time, to preserve our students for other causes intrinsically higher, all of us must be energetic in promoting the chastity of our students.

A course of action (which shall have to be developed in the next installment) can be outlined thus:

1. Indirect approach: (a) distraction from sex; (b) will training.
2. Direct approach: (a) private sex instruction in home and school; (b) group instruction under five headings: (1) a modicum of sex data; (2) the "philosophy" of sex; (3) rules for purity and modesty; (4) means to chastity; (5) motives to chastity.

FOOTNOTES AND REFERENCES

¹This sort of omission can occur in secondary schools where the same teacher follows a class through its four years of religion. Let it be added that during the time this young man attended the school concerned, there were no annual retreats.

²*Five Great Encyclicals* (New York: Paulist Press, 1939), p. 56.

³*Sex Enlightenment and the Catholic* (London: Burns, Oates & Washbourne, 1944), p. 34.

⁴*Five Great Encyclicals*, p. 110.

⁵The Encyclical on Christian Education.

⁶*Homiletic & Pastoral Review* (Vol. 31, June, 1931), p. 993.

⁷From "The Joint Pastoral" quoted in King, *op. cit.*, p. 56.

⁸From a summary form of the pastoral appearing in *The Tablet* (April 15, 1944), p. 190 (reprinted in *The Catholic Mind* for August, 1944).

⁹"Retreats for Boys" in the *Homiletic & Pastoral Review* (March, 1934), p. 586.

¹⁰*Two in One Flesh* (Newman Press, 1948, Part III), p. 64.

¹¹Page 206 of *De Castitate et de Vitiis Contrariis* (Rome, 1919). In other contexts (pp. 187 and 199) Vermeersch explains his phrase *mysteria vitae*—translated above as "facts of life"—to include: (1) the cycle of human reproduction (procreation, gestation, birth, lactation); (2) sins against chastity (with particular caution regarding perversions); (3) venereal diseases. His considerations on the benefits and methods of sex instruction cover 20 pages.

¹²Father Edwin Healy, *Marriage Guidance* (Loyola University Press, 1948), p. 358.

¹³"Teaching the Sixth Commandment and the Doctrine of Matrimony," p. 135.

¹⁴Father Kirsch, *Sex Education and Training in Chastity* (New York: Benziger, 1930), p. 226.

Practical Aids for the Teacher

The Holy Father Calls

*Sister M. Josephine, O.S.F.**

On Christmas Eve, our Holy Father, garbed in the splendor of his pontifical robes, surrounded by his Papal court, will stand before the "Holy Door" of St. Peter's and with a silver mallet will knock three times at the "Porta Sancta" which has been closed for the past 17 years. After a third knock the masonry which blockaded this door, will crumble and be quickly cleared away that our Holy Father may enter St. Peter's as the first since 1933, when his predecessor, Pope Pius XI, walled the door shut. Soon the solemn procession will wend its way through the magnificent basilica till it will come to a halt under the vast dome over the tomb of the Prince of the Apostles, St. Peter. The first Vespers will be intoned and the Holy Year will have begun.

This ceremony symbolizes God's overflowing mercy to all men, which, to a certain extent, is guarded by the keeper of the keys, His visible representative on earth. What is the significance of a Jubilee Year, what is its history? We know the significance of jubilee in certain joyous events, such as a silver jubilee, golden jubilee, of the ordination of a priest, of the founding of a church or a parish, of a marriage, etc. From such use we can readily deduce the meaning of the word in the proclamation by Pius XII of a year of jubilee from Christmas 1949. The word is derived from a Hebrew word, meaning the blast of a trumpet. According to the law set forth in the twenty-fifth chapter of Leviticus, at intervals of fifty years, on the tenth day of the seventh month, that is, on the day of atonement, the blast of the trumpet was heard throughout the land of Israel. The year of remission was thus proclaimed, in which bondsmen were restored to liberty, and every man returned to his own possessions.

From this Jewish custom the Catholic Church has adopted the word "jubilee," and she has proclaimed from time to time a year of remission from the temporal punishments due to sin. The jubilee becomes an opportunity for the gaining of a plenary indulgence by those who are in peace with God, or who by repentance win that peace. During the jubilee even ordinary confessors are empowered to absolve from many cases that are at other times reserved to the bishop.

The first jubilee was proclaimed in the year 1300 by Pope Boniface VIII. Cardinal Stefaneschi, an eyewitness, tells us that at that time throngs of pilgrims streamed to Rome to beg the Holy Father's blessing. Among these pilgrims was a man 107 years old, who recalled that at the beginning of the previous century his father had gone

Your students should know all about the Holy Year, 1950

to Rome to gain the indulgence. Since so many people requested the privilege of gaining a plenary indulgence, Pope Boniface tried to find out whether or not there existed a document to prove the tale. Researches in this respect proved futile. Still, there prevailed a universal belief that a special indulgence was granted at Rome at the opening of each new century. After some reflection, a consistory was called by Boniface and a bull was issued to give the pilgrims an opportunity to atone for their sins. It is said, that in 1300 more than 2,000,000 men and women came to the eternal city. Their visit to the holy shrines gave them a precious opportunity to increase their faith, to strengthen their hope, and to give them more ardor in their charity.

The bull of Pope Boniface had provided that the jubilee be celebrated every hundred years. To enable all men during their lifetime to participate in the abundant graces of a jubilee, the interval was shortened. Therefore, Pope Clement VI decreed in 1343, that the next Holy Year would be celebrated in 1350. At that time, Pope Clement VI was in Avignon, France, in captivity and he could not be present for the ceremonies of opening the gates of the Holy Door. His delegate was Cardinal Caetini. He was to see to it that the pilgrims who wished to gain the jubilee indulgence visited three basilicas: St. John Lateran, St. Peter, and St. Paul-outside-the-walls. Pope Gregory XI, while still residing in Avignon, decreed that a fourth church should be added in the visits of the pilgrims, namely, St. Maria Maggiore. Urban VI made the cycle of recurrence of the Holy Year 33 years, the length of the time Jesus Christ lived on earth. Hence, a Holy Year was celebrated in 1390, and again in 1400. An extraordinary Holy Year was held in 1423 to thank God for the return to unity after the "Western Schism." Paul II decreed the interval of recurrence at 25 years, as it now stands. It was in 1500, when the then reigning Pope Alexander VI inaugurated the solemn ceremonies of opening the Holy Doors of St. Peter's by himself. Simultaneously cardinals were deputed to perform the same impressive ceremonies at the pope's own cathedral, St. John Lateran, St. Mary Major, and St. Paul-outside-the-walls.

A new custom was begun with Pope Alexander VI, namely, of ringing for two hours, on each of three days before Christ-

mas, of more than four hundred of Rome's church bells. In 1525, Pope Clement VII ordained that the hammer should be of "silver gilt," that the Holy Father was to carry a lighted candle in his left hand, and that he carry a cross with a long handle in his right hand while he was proceeding through the "Porta Sancta."

An extraordinary jubilee is granted at times also to particular cities or countries. This does not usually last for a whole year. The election of a new pope is frequently taken as a fitting occasion for granting a jubilee. Pope Sixtus V in 1585 was the first to grant this indulgence that he might have the prayers of the entire Church to help him in his sacred duties.

In 1575, under Pope Gregory XII, the custom was inaugurated of announcing the jubilee at St. Peter's with silver trumpets sounding, in the presence of the Holy Father, on the Ascension Day preceding the beginning of the Holy Year. In 1800, as a result of the French Revolution, a Holy Year was not proclaimed. In 1825, however, Pope Leo XII, "the gentle Pontiff," celebrated with large numbers and with deep religious fervor the Holy Year. Once again, in 1850, Pius IX deemed it imprudent to proclaim a Holy Year. In 1875, only the people residing at Rome and a few places elsewhere could obtain the Golden Indulgence on stipulated practices of piety. During the reign of Pope Pius XI three times a Holy Year was decreed, in 1925, 1929, at the occasion of the fiftieth anniversary of His Holiness, and in 1933, to recall the nineteenth centenary of the death of our Lord. This extraordinary Holy Year was extended to April 2, 1935. At the present time, Vatican authorities are doing their utmost to prepare worthily for the coming Holy Year in 1950. No wonder; for three outstanding anniversaries will bring added joy to the Holy Father: 1949 marks his fiftieth anniversary of ordination to the holy priesthood, the twentieth anniversary of his elevation to the cardinalate, and the tenth anniversary of his crowning as pope.

On Christmas Eve, then, the portals of the Golden Door are open. The Holy Year of 1950 has begun. The eyes of His Holiness are upon the Catholic teacher to give him all possible support for a successful Holy Year. The enemies of the Church who are enemies of all religions, hate articularly the Vicar of Jesus Christ. In their magazines of atheistic propaganda, they publish constantly insulting cartoons of him. In their press and their radio, they accuse him of being the enemy of the humble, the workers, and the poor. To counteract these evil forces, a bibliography is hereby submitted, prompted by the following motives and suggested procedures:

1. During Advent, attune pupils to the Christmas message of Pope Pius XII.

2. According to need, explain these terms: Peter's Pence, Chair of Peter, ex cathedra, basilica, Major Basilica, ordinary and ex-

*St. Francis College, Fort Wayne 8, Ind.

traordinary Holy Year, Plenary Indulgence, Golden Indulgence, Partial Indulgence, Treasure of the Church, infallibility, Porta Sancta, Scala Sancta, Sistine Choir, Jubilee, Jobel, Sedia Gestatoria, Noble Guards, Sedlari, Eternal City, Passion Play.

3. Have pupils bring clippings pertinent to the Holy Year from current magazines or newspapers, e.g.: *America*, *Commonweal*, *The Sign*, *St. Anthony Messenger*, *The Sacred Heart Messenger*, *The Christian Family* and *Our Missions*, *Faith, Thought, Ave Maria*, *Catholic World*, *Catholic Digest*, *Family Digest*, *Our Sunday Visitor*, *The New World*.

4. Follow up the message of His Holiness on Christmas Eve with an explanation of the Prayer for the Holy Year.

5. Let pupils comply spontaneously with the wishes of the Pope, whenever and wherever an occasion presents itself, especially in classes of religion, of languages, of art, and of social sciences. Let these readings be a pleasant filial duty for all concerned. They may be simple matter for enjoyable, informative and purposeful collateral reading; they may become the bases for discussions; they may be sometimes a decisive factor in the clarifying and selecting of one's vocation. Let Our Lady of Good Counsel be the guide, as we recall her big role in the early stages of Christianity.

One more word with regard to the use of the bibliography may be in point. Although a division has been made into General References, References for Children, References for Religion, for Geography or History, still no sharp line can be drawn with regard to the use. The suggested list of books and periodicals will be used to greatest advantage by the teacher who has imbibed what I would like to call the "spirit" of the Holy Year.

6. And last, but not least, is the importance we may attach to audio-visual aids, to



His Holiness Pope Pius XII.

the radio, and to sacred music. As regards the latter, it is very likely that a deeper love will permeate our apostolate when the vineyard of our labors is spurred on at regular intervals by the echoes of sacred melodies. To think thus is not indulging in an idle dream, but only repeating a strong desire of Pope Pius X. He said, "The sung participation in the divine services holds the secret of the Christian spirit and of Christian joy." Do you observe the calendar for singing days in *Caecilia* to capture and sustain the "spirit" of the Holy Year? One of the songs suggested may find a definite place in the daily program. In this way, we might hasten the beatification and the canonization of Pope Pius X, the "Pope of the children."

A Bibliography for the Holy Year

The Holy Year 1950, Lang, Blanchon & Cie, Paris

Summary

"Message and Prayer by His Holiness Pope Pius XII"
Tisserant, Cardinal, "Presentation"
Galeazzi, Count, "The Vatican City"
Pichon, Charles, "His Holiness Pius XII, Sovereign Pontiff, Priest and Host"
Legler, Rev. F., "Pope Pius XII and Peace"
D'Ormesson Wladimir, "French Presence in Rome"
Rops, Daniel, "The Year which Sanctifies Time"
Pignedoli, Mgr., "Invitation to set out"
Veronese, Advocate, "The Catholic Action in the Holy Year"
Vendome, Raymond, "Pilgrims of the Year 1300"
Michonneau, Abbe, "The Pilgrims of 1950"
Chappoulie, Mgr., "Rome, the place whence the gospel is announced to all nations"
Rodhain, Abbe, "Rome, the capital of charity"
Courtois, Abbe, "Youth and the Holy Year"
Rampolla, Prince Di Napoli, "The Organisation of the pilgrimages"
Dupouy, Auguste, "Rome, The eternal City"
D'Andigne, Count, "I leave for Rome"
Arrichi, Abbe, "The Liturgy of the Holy Year"
Pichard, Rev. F., "Television at the Vatican"

The Holy Year 1950, The only official book, Unitali, Religious Organization of the Vatican, Vatican City

Summary

A History of each Basilica
Origin of The Jubilees
Aim and Essence of The Jubilees
Religious Duties in The Holy Year
History of the 25 Holy Years from 1300 to 1950
Ceremony of the Opening And Closing of The Holy Door
The Holy Year Prayers with full texts
The Holy Father's Message
The Holy Year Contributions to Peace and Fraternity
The Text of the Bull "Jubilaeum Maximum"
Particular Invocations of The Holy Father
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The Holy Year Prayer

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Laux, *Church History*, Benziger.

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McDermott, *The Keeper of the Keys*, Bruce.

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O'Reilly, Rev. A. J., *The Victims of the Mamertine*, Sadlier.

Robinson, Rev. W. C., *The Popes of the Century*
Sharkey, Don, *White Smoke Over the Vatican*, Bruce.

Wedewer-McSorley, *Short History of the Catholic Church*, Herder.

Wisemann, Callista, Kenedy.

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[*Matilda*, Countess of Tuscany, aids Pope Hildebrand even to the secret pledging of her jewel casket.]

Wynne, John J. S.J., *Catholic Encyclopedia*, Gilmary.

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Ayscough, John, *San Celestino* (16-17), Longmans

[*Gracefully written novel of yesterday in Italy.*]
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Chanler, Mrs. Margaret, *Autumn in the Valley*, Little.

[*A varied and rich life which commenced in Rome, with Volume One "Roman Spring." Both books will simply fascinate one who enjoys reading biography.*]

Curran, Rev. Edward L., *Great Monuments in Catholic History* (11-12), Grosset.

[*Pictured episodes in Church and world history are vividly depicted in a large inviting book.*]

Curtayne, Alice, *Saint Catherine of Siena* (16-17), Bruce.

Daly, Thomas, A., *Selected Poems*, Harcourt.

[*Surely nothing can surpass the fun and the tears in Italian dialect poems of the famous Daly.*]
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Donnelly, Mary Golden, *The King's Advocate*, Bruce.

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[*A new addition to the "Little Cousin" series describing Vatican City in story form. This book fulfills a definite need for this age.*]

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[*Fifteen girl-saints from Agnes to little Therese, handled just as one handles any championship*

The College of St. Catherine
Library
St. Paul, Minnesota

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Jewett, Sophie, *God's Troubadour* (13-14), Crowell.

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Kerr, Cecil, *Child's Book of the Great Popes* (9-10), Longmans.

[Short, descriptive chapters introduce us to the world's greatest men, the great popes.]

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—Faith of the Early Christians, Cath. Archaeology Series.

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[Winner of the first Downey Award biography of Newman. Delightful pen sketches by Addison Burbank add to the book's charm.]

McNutt, Francis A., *Papal Chamberlain*, Longmans.

[Life at the Vatican told with vivacity, charm, and lively wealth of anecdote, dramatic or amusing.]

McGuire, Paul, *Enter Three Witches* (16-17), Harper.

[Rome is the setting and provides the atmosphere for a mystery thriller that is also a well-written novel.]

Parson, Wilfrid, *Pope & Italy*, 1929.

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[Beginnings of Christian Rome. Those who like a big, exciting book well told and written in the old-fashioned manner will enjoy Sienkiewicz.]

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[A handbook in pocket size appealingly tells of the great Holy Father.]

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[Excellent, graded books on Gregorian Chant which read as interestingly as any story book.]

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[Mr. Williams presents St. Francis and the Wolf of Gubbio to the youth of today.]

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CATHOLIC BOOK WEEK, 1950

February 19-25

Slogan: **Holy Reading Maketh the Whole Man.**

The Catholic Library Association, P.O. Box 26, Kingsbridge Station, New York 63, N. Y., will send you a book week kit for \$1.

The kit contains: Two official posters; ideas for a Catholic Book Week Observance, and a Catholic Book List for 1950. Additional posters may be obtained for 10 cents each.

To insure timely delivery, order your kit as soon as possible.

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Senecourt, Robert, "The Holy Year in Rome," *Catholic World*, July, 1925.

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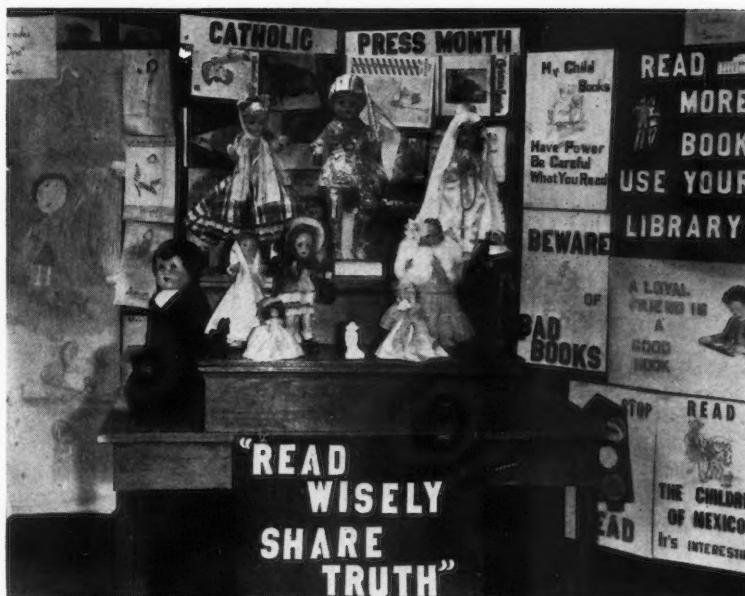
* * * *

P.S. A few books which are representative of modern European Catholicism:

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[A book by one of the outstanding leaders of modern Catholicism.]



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Radio

Catholic Hour; Hour of Faith; Hour of St. Francis; Ave Maria Hour; Hour of the Sacred Heart; Faith in our Time.

Pictures

The National Geographic Society publishes a series of pictures on Italy which has been prepared in separate sheets for classroom use. They will fit every course of study. A bulletin by the same organization at 25 cents a year gives valuable concise information, illustrated by fine pictures.

OBJECTIVES OF ART EDUCATION

A bulletin from the offices of the superintendent of schools and the director of art instruction in the public schools of Akron, Ohio, where art is taught from kindergarten through high school, summarizes the purposes of the art program thus:

We believe that these experiences:

Are essential to the normal growth of all people.

Develop skills necessary for expression.

Encourage the use of natural talents.

Aid in relieving tensions of modern living.

Cultivate discrimination that functions in the home, school, and community.

Encourage the development of a creative art which is truly American.

Promote an appreciation for our American heritage.

Develop abilities which will lead to various vocations.

Create interest in art as a worth-while leisure-time activity.

Contribute to the development of attitudes essential to peace and world citizenship.

AUDIO-VISUAL AIDS

Co-op Parish Activities Service
Father Nell, Director, Effingham, Ill.

[Transportation fees only]

No. 990 Pope Pius XII, Pope of Peace

No. 647 History of the Crusades, Part I

No. 648 History of the Crusades, Part II

No. 573 Italian Statesmen — The Vatican

No. 574 Italian Statesmen — St. Peters

Institutional Cinema Service, Inc.,
1560 Broadway, New York 19, N. Y.
Plaza 7-3633

[Rental Service]

Cradle of Christianity — Study of Rome, the hub of learning.

Coronation of Pope Pius XII — 1 reel, \$1.50 a day

No. 4117, x4117, Impressive ceremonial, with a background of the vatican, pictures taken during the Pope's visit, as Cardinal Pacelli, to the U. S.

No. 4171, Pope of Peace, Pius XI, Life of the 261st Pope, from the time of the elevation by College of Cardinals, only 8 months after he himself became one of their number.

Society for Visual Education, Inc.,
Chicago 11, Ill.

[For sale only]

Pope Pius XII, bust, standing, and giving his blessing. Complete set of 3 slides, \$1.50.

Artists of the Renaissance (Italian) 1266-1576. Each film strip with manual, \$3.

Films

Joan of Arc (introduction featuring the canonization of St. Joan at Rome).

Citizen Saint (Vatican Choir), Life of St. Francis Xavier.

Music

Long Live the Pope, St. Gregory Hymnal and Catholic Choir Book.

A Botanical Rhyme

*Sister Rose Angela, C.S.J.**

AUTHOR'S NOTE: This is a request number, following "A Biological Rhyme."¹ It is intended for the average 14- or 15-year-old sophomore. Every biology teacher, who presents this unit to her students, knows that this phase of the subject is rather difficult. Since these rhymes follow accurately the modern high school text, they can be used to simplify an introduction to the work. The outline is not for high school seniors or for college students as there is not a close correlation with the texts used by these groups.

As you outlined the animal kingdom
Comprising a phyla of ten,
So, too, can the kingdom of plant life
Be studied by you in your den.
Phylum I—the algae and fungi
Whose stems and leaves are not true,
Are considered the lowest of plant life

*Instructor in science, St. Mary's Academy, Glens Falls, N. Y.

¹See *A Biological Rhyme*, CATHOLIC SCHOOL JOURNAL, Jan., 1949, p. 21.

And Thallophyta Phylum to you.
Phylum II—the Bryophyta grouping
Where liverworts and mosses are placed,
Thrive best in moist habitations;
Some on and in streams can be traced.
Phylum III called Pteridophyta
Groups epiphytes, horsetails, and ferns
Whose ancient ancestors ages ago
Became extinct one learns.
Phylum IV named Spermatophyta
Whose name implies bearers of seeds,
Are the dominant plants of this kingdom,
All able to furnish man's needs.
There is a substance in this unit—
Chlorophyll by name,
Which aids the world's food factory
And adds to nature's fame.
When this vital leaf-green element
Plus the energizing sun,
Combines with H₂O and CO₂
Photosynthesis is done.
This phyla then directly
And indirectly too,
Shows that a Guiding Power
Makes Nature work for you.

Foreign Language Classes Need the Library

*Sister M. Catherine, O.P.**

Correlation of the library with the life of the school always has been one of the aims of school library service. With this objective of mutual service in mind, let us consider some of the ways and means in which a library and a foreign language department may correlate their interests and efforts. First let us list some general suggestions for the librarian which may be helpful to the language instructor.

As a specialist in the field of books and library tools, the librarian should suggest books, book lists, and other types of material available in the language field and its related subjects. The librarian renders a service to the instructor when she places books, specially requested for class use, on reserve shelves and shortens, if necessary, the loan periods.

Circulation of books through the classroom may prove very helpful if planned carefully by the librarian. Books are taken to the classroom by the language class representative

whose work is outlined further on. The book cards may already be dated. If a pupil desires to borrow a book for home reading, he simply signs the card which is returned to the library by the class representative. This is an excellent plan where supervised study is the rule, for it brings into the classroom a continuous supply of new material, rather than leaving on the shelves a static collection of books.

One of the best ways to provide for a constant flow of activity between library and classroom is to appoint from the language class a library representative whose duty it is to report to the librarian questions up for discussion, projects under way, and demands likely to be forthcoming. On the other hand, he bears from the library to the classroom, news of materials, special collection of books, bibliographies, and, perhaps, book jackets to be posted in the classroom.

The librarian may arrange to borrow books and other teaching aids from libraries having distribution service, and from audio-visual libraries conferring borrowing privileges. There are a few such centers in the United States.

With the assistance of the language class, the librarian may plan attractive displays related to current classroom interests. The librarian should know thoroughly as many of the books in the library as possible, that she may suggest the right book at the right time. To do this effectively, she should try to keep in touch with the units of classwork, so that she may have an adequate understanding of what is being studied.

Another activity that teachers and librarians share is the instruction of pupils in the use of books and libraries. In this regard, the librarian may supplement the teacher's library instruction with further individual help, as the students use the library.

Exhibiting student's projects in the library stimulates classroom interest and initiative. For example, the librarian, having furnished costume plates for a project of French character sketches to be done into English by a French class, exhibits the book of translations, when finished.

Films From the Library

In the face of a rapidly growing tendency to the use of the film in the interest of education, the question arises as to what part the school library is to play. Since classrooms are not equipped for projecting films, there might be a film room furnished for this purpose and scheduled through the library. This assumes that the librarian collects and cares for classroom audio-visual aids.

It is the aim of this panel to contribute ideas of practical value for correlating library work with classroom work. Correlation to a marked degree is possible only when the language instructor and the librarian are united in their efforts. Let us list some activities for the language teacher which may prove helpful to the librarian.

It should be the aim of the teacher to encourage students to read. The class instructor meets this responsibility when she includes some library problem in each unit of study.

Background Material

International understanding activities are many and varied. Language students should be motivated to acquaint themselves with and to report on organizations devoted to the furtherance of international good will. This leads to the discovery and the display of publications like those of the Pan-American Union and of the Foreign Policy Association.

The instructor should encourage a reference and research use of the library. Vocational opportunities through foreign language study is a theme rich in possibilities for library work. Students search through periodical indexes and books on vocations for information covering the job of translator, of the interpreter, of the research worker, and of the diplomat.

The resourceful language instructor examines both books and other supplementary materials before teaching the language or making an assignment. As a specialist in her field, the teacher suggests books and other

* Sacred Heart College, Wichita 12, Kans. The article is part of a panel discussion at the fourteenth annual convention of the Midwest Unit of the Catholic Library Association held at Marymount College, Salina, Kans., Oct. 21-22, 1949.

class, materials useful for the effective teaching of her language courses. The librarian, co-operating, is ready to apportion a part of the annual book budget to the needs of the foreign language department.

The language class may undertake the preparation of a list of readings significant for classwork. Such bibliographies are made in advance, presumably with the help of the librarian, on the basis of the instructor's announced program for the week ahead. If this activity accomplishes nothing else than keeping the librarian informed in advance of coming demands, it will be worth while.

Teach Use of Library

The instructor should allow time in her lesson plan for taking the language class to the library to show them exactly where and how to use the various materials. A useful way of doing this is to have the students look up the call numbers for books on their language reading list. This is most profitable if done at the beginning of the semester, the numbers, when found, being noted in the margins of the bibliography as a means of speeding up future reference work.

Another valuable activity, directed by the instructor, is poster making to encourage reading. Student-made posters carry more interest and also create a desirable relationship between the library and the students. The function of library posters is to advertise library wares. Posters bearing the question "Do You Know Your Library?" can be made in several languages and placed throughout the building. These create interest among students who know the language as well as those who do not.

The language instructor should aim to bring audio-visual aids, especially films and film strips, into her classroom. Because of their importance, particular effort should be made for acquiring a school-owned film library. Rev. Bernard J. Butcher in the *Catholic Educator*¹ discusses a way and a means of establishing such a library. The main point of his successful plan may be termed "the dime a week campaign for better education," since it is based upon the subscription of ten cents a week per student. In his school of 360 students the gross annual intake amounts to \$1,300 in round numbers. With this sum a good beginning was made which, in time, will assure the best in school-owned educational films and film strips.

A Variety of Projects

A few special suggestions also may be of some value to either the librarian or the language instructor.

Exhibits accompanied by posters can be made effective if students are asked to publicize the materials which may include coins, art, industrial products, etc., of a country whose language is being studied.

Beautiful travel posters may be obtained gratis from railroad and steamship companies.

Books of travel and bibliography, illustrated

Sodality Promotes Catholic Literature

*Sister M. Colette, O.S.F.**

During the past year, the Catholic literature committee of the Sodality at St. Joseph High School, Olpe, Kans., carried out two projects; their purpose being to place more and better Catholic literature in the home.

First, in November, the Sodality purchased a pamphlet rack which was placed in the vestibule of St. Joseph Church. This pamphlet rack is now being supplied with pamphlets suitable to the Church seasons and also on a variety of other subjects as marriage, vocations, the Mass, confession, etc.

Second, during the month of February, the committee displayed a very interesting bulletin board. As a conclusion, the committee sponsored a drive to obtain subscriptions to Catholic magazines. During Catholic Book Week, February 20-26, a display was arranged in the school library. This gave the public

an opportunity to become acquainted with the "ten best Catholic books of the year," and with the various magazines and books. Samples were obtained from publishers throughout the United States for the exhibit.

The exhibit was divided into sections for preschool age, school age, teen agers, and family. Also displayed were a number of new Catholic books. The public was allowed to check out these books during Catholic Book Week. In addition to the Catholic books that are already in the library, *Tales of Xavier* was added to the list.

The committee feels that much good has come from this exhibit. The people not only benefited from the display but they subscribed to Catholic magazines and bought Catholic books and pamphlets. Our teen-age Sodality workers are especially proud of the fact that as a result of this display many holy bibles were purchased for the homes.

*Sodality moderator at St. Joseph High School, Olpe, Kans.



*A Sodality Book Project at St. Joseph High School, Olpe, Kans.
Submitted by Sister M. Colette, O.S.F.*

editions of the classics, art books and pictures from library files may be made available during browsing periods. Foreign language picture books provide entertainment for students even of high school age. If the library possesses books of this type illustrated by real artists, the student also grows in the appreciation of national art.

Students may be asked to bring from home newspapers printed in a foreign language, even if the language is not one studied in school. Through collections of this sort, students become interested in points of resemblance among the various languages. Exhibits of these newspapers may be arranged with the aid of the librarian for special occasions.

A collection of records exemplifying the cultural music of the various countries may be collected with the help of the language department and cared for by the librarian.

Integration of library and classroom to a marked degree should result from the few activities mentioned. Librarian and instructor will be motivated to ever greater co-operation and mutual service if they often call to mind the words of Pope Pius XI:²

"Christian education takes in the whole aggregate of human life—in order to elevate, regulate, and perfect it, in accordance with the example of and teaching of Christ."

²*Christian Education of Youth*, National Catholic Welfare Conference (1930), p. 36.

The Classroom and Delinquency

Margaret T. Carberry*

There certainly is no lack of alertness to the so-called widespread delinquency. Many are the resultant plans and projects under way; and as many more exist in theory. It is also thought provoking to note that much of the remedial efforts tend toward recreational and social rehabilitation. By necessity most of these methods are applied outside the authority of the home and the classroom. As a result, they lack the strength of influence so necessary upon a delinquent child. Play and diversion, in most cases, merely serve as substitutes for mischief, but often fail to accomplish any actual cures. The true delinquents usually revert to their original weaknesses. This is inescapable because most of the means employed for remedial measures are not adequate to implant in the mind and heart of the delinquent young one an opposing influence superior to his failings. Here is where the teacher may play a greater role than others in the task of helping the juvenile delinquent.

Danny, age 8, is a strong, healthy, and rather large boy. Too, he is likable and is generous in helping about the classroom. He craves attention, and by offering his services gets the notice, which at the time, seems so necessary to him. Teacher has noted all these good points, but has also become aware of a noticeable weakness in Danny. He takes things that do not belong to him, particularly money. With Danny there is eliminated the excuse of gross ignorance; for he has been instructed. Also, it is not a case of temptation prompted by deprivation. He has as much as the other children. Clearly, therefore, it is a case of some deep-seated moral or mental deviation from the normal.

Teacher, as a result of wide experience, knows that it is necessary to save this child from his own weakness. Such is the problem which must be handled skillfully and wisely. At first activity in the matter is confined to watchfulness and the inculcation of the moral and natural beauty of honesty. Next, there is sought some solid lasting means of interest that will serve Danny both as to absorption and enjoyment, and likewise serve as an effective and lasting bulwark against idleness and insecurity which are pitfalls for those with Danny's weakness.

As time goes on teacher discovers that Danny is a beautiful printer. In fact, he is exceptional for second-grade level. Here, decides teacher, is the opening she needs. So her problem pupil is encouraged along these lines. She praises him and tells him that if he works hard at his lettering, perhaps he will make a good living at lettering work when he grows up. Danny beams. She shows his lovely work to the rest of the class urging

them to try to be as neat and to print as well. Danny glows with the realization of his accomplishment and the esteem in which he is held. Further aid to increase his concentration on something productive and satisfying is supplied by having him assist other pupils who are weak in the printing lessons. Meanwhile Danny has retained a self-respect which might have been lost by inexperienced bungling, and he knows the security of a special talent and the reward of using and sharing it.

Whenever opportunity offers a suitable opening teacher emphasizes in little instructions the great value of spiritual goodness and of special talents over material possessions. She does this in language that her age group understands. She continues to study Danny's receptions and reactions to these little talks and the other remedial measures. Finally, she blesses the day when Danny raises his hand high proclaiming that he has found some money and proceeds to bring it up to the desk. Danny is on his way! Yet much remains to be done.

The wise teacher, in such a case, will pass the word along, not of Danny's weakness but of his talent to his art teacher and others in authority over him. If at all possible, she will keep in touch with him throughout his school days. As he strengthens and matures under wise guidance he will at last be launched successfully on the perfecting of his saving talent and distracted permanently from his infantile weakness.

This is but one example. Every delinquent requires a like study and remedial measures. As individuals their particular problems are unique and call for personalized solutions. Above all, the best pattern to follow is one wherein the child himself, is never personally accused of his failing nor his weakness pointed out save in his own young conscience where he becomes aware that something in his behavior is not as it should be and must change. Half of the battle is lost if such a child is openly branded as dishonest or labeled as different from his fellow classmates in any way that is detrimental to the self-respect so vital to him. It is a secret that must be only in the knowledge of the guiding authority. A child like the Danny cited should be the object of this special treatment all unbeknown to himself or any other child.

It is pertinent to add here that the Catholic teacher in a Catholic school has the advantage in working with juvenile delinquency. For, aside from the social and civic aspects of natural virtue, she may approach their problems on a moral plane, appealing to the child's pure emotions of love, gratitude, and generosity as related to God, their Father, to whom they owe love, respect, and obedience.

In conclusion let the educators of our youth keep in mind that often the teacher can do far more than parents in solving delinquent problems for they are in a position to see the exact reactions of a child to various situations in an atmosphere where he is more or less free of parental or other deterring restrictions and quite "on his own." Alert teachers will find many opportunities to spot delinquencies and, though it may require extra effort and sacrifice on their part, they will find it well worth their while when their problem children, like Danny, begin to come through. The field for correction is ripe in the second, third, and fourth years of elementary schooling. During these so vital years we begin to see the little twigs bend and incline toward ways that will make them or mark them perhaps for life. So, while the plant is still pliable and impressionable, let us apply the splints and props needed to prevent the development of permanent delinquencies. As teachers it is not a question of one's being so interested or being able to find the time. Rather, is it a duty and a responsibility to the youth entrusted to our care and guidance. Primarily one is not educated when he has learned to do or to understand certain things, but when he has learned to live as a normal accepted member of society.

FATHER RAFFERTY SPEAKS TO PARENTS

REV. MALCOLM J. RAFFERTY, pastor of St. Andrew's Church, Montgomery, Ala., spoke to a meeting of the Montgomery Deanery recently and in his speech he stressed the necessity of parents' giving their children the proper home background to make a Christian education complete.

"Parents are charged with the duty of beginning the noble work of training and educating the child immediately after its birth. No parent is allowed to shirk this duty! And since the child is destined by the Creator to enjoy everlasting happiness in heaven this training and education must be based on the principles of Christianity.

"God in his infinite goodness, realizing the impossibility of man to do anything without His help, has generously provided proper directions for parents in this all important matter. These directions come through His divine Spouse, the Catholic Church. If parents do not have a Christian education, they cannot give a Christian education to their children.

"Therefore, it behooves fathers and mothers to prepare themselves not only by the study of Christian ideals and morals, but also to set themselves up as models to their children by living exemplary Christian lives. The Church, guided by the Holy Spirit of God, will help and does help parents in the Christian training of their children. For this reason she has commanded 'every child to be placed in a Catholic school.' But the Catholic school cannot take the responsibility off the shoulders of the parents. Some parents forget that the bad example of home life can and often does break down all the good work that has been done for the child in the Catholic school. The future of our own nation and of all nations of the world will depend upon the boys and girls growing up today—and there is only one place where the remedy for the many moral, social, and civic disorders of the times may be found. That place is the home, the home governed by Catholic and Christian principles, in which the laws of God are kept, not merely remembered, the home in which parents realize they have a solemn duty before God of guarding the souls of children He has committed to their care."

*Pennsauken, N. J.

Some 1950 Centennials of Saints and Beati

*Michael J. Laffan, Ed.D.,**

The saints shall rejoice in glory. —
Ps. 149:5.

They are equal to the angels, and are
the children of God, being the children
of the resurrection. — **Luke 20:36.**

We are the children of saints, and look
for that life which God will give to
those that never change their faith in
him. — **Tob. 2:18.**

Blessed are they that dwell in Thy
house, O Lord; they shall praise Thee
for ever and ever. — **Ps. 83:5.**

250

Death of St. Fabian, pope, martyr
Feast: January 20

Death of St. Cyril, bishop, martyr
Feast: July 9

Death of St. Faustus, martyr
Feast: July 16

Death of St. Alexander, bishop, martyr
Feast: August 11

Death of St. Agatho, martyr
Feast: December 7

c. 250

Birth of St. Helen, empress, discoverer
of the True Cross
Feast: August 18

Death of St. Albina, virgin, martyr
Feast: December 16

350

Death of St. Lucius and Companions,
martyrs
Feast: February 11

c. 350

Death of St. Cassian, bishop
Feast: August 5

450

Death of St. Ives, virgin, martyr
Feast: February 3

Death of St. Possidius, bishop
(Disciple and biographer of St. Augustine
of Hippo)
Feast: May 16

Death of St. Arsenius, hermit
Feast: July 23

Death of St. Eucherius, bishop
Feast: November 16

c. 450

Death of St. Peter Chrysologus, bishop,
doctor of the Church
Feast: July 23

550

Death of St. Severinus, bishop
Feast: June 8

c. 550

Death of St. Aurelian, bishop
Feast: June 16

650

Death of St. Aquilinus, martyr
Feast: January 29

c. 650

Death of St. Winefred, virgin, martyr
Feast: November 3

c. 750

Death of Sts. Basil and Procopius,
confessors
Feast: February 27

Death of St. Anselm, abbot
Feast: November 18

850

Death of St. Maura, virgin
Feast: September 21

1050

Death of St. Alferius, Benedictine monk,
abbot of La Cava
Feast: April 12

Birth of Blessed Odo of Cambrai, Bene-
dictine monk, bishop
Feast: June 19

Death of St. Eadsin, archbishop of
Canterbury
Feast: October 28

c. 1050

Death of St. Casilda, virgin
Feast: April 9

Death of St. Alberic, Camaldolese monk
and hermit
Feast: August 29

Death of Sts. Giles and Arcanus, Bene-
dictine monks
Feast: September 1

1150

Death of St. Guarinus, Cistercian abbot,
bishop
Feast: January 6

Death of Blessed Henry, Premonstraten-
sian canon, bishop
Feast: June 25

Birth of Blessed Christina Mirabilis,
Virgin
Feast: July 24

Death of St. Famianus, Cistercian monk
Feast: August 8

c. 1150

Birth of Blessed Herman Joseph, Pre-
monstratensian canon
Feast: April 7

1250

Death of St. Adelaide, Cistercian nun
Feast: June 15

Death of St. Dominic del Val, martyr
Feast: August 31

c. 1250

Death of St. Amata, Poor Clare nun
Feast: February 20

Death of Blessed Evangelist and Blessed
Peregrinus, Hermits of St. Augustine
Feast: March 20

Death of St. Walter, Benedictine abbot
Feast: June 4

c. 1350

Birth of St. Vincent Ferrer, Friar Preacher
Feast: April 5

1550

Birth of St. Camillus de Lellis, founder
of the Ministers of the Sick
Feast: July 18

Death of St. John of God, founder of
the Order of the Brothers Hospitallers
Feast: March 8

Birth of Blessed Rudolph Acquaviva,
Jesuit priest, martyr
Feast: June 27

Birth of St. Stanislaus Kostka, Jesuit
novice
Feast: August 15

c. 1550

Birth of Blessed John Leonardi, founder
of the Regular Clerics of the Mother
of God
Feast: October 9

1650

Birth of St. Joseph Oriol, secular priest
Feast: March 23

1750

Death of Blessed Crispin of Viterbo,
Capuchin friar
Feast: May 23

1850

Birth of St. Francis Xavier Cabrini,
foundress of the Missionary Sisters
of the Sacred Heart
Feast: December 22.

*Our Lady of Mercy Seminary, Lenox, Mass.

But—Why Invert That Divisor?

Sister M. Adelbert, S.N.D., Ph.D.
and Sister M. Carollette, S.N.D., B.S.E.*

For decades upon decades, fifth- and sixth-grade teachers have been telling their girls and boys to "invert the divisor and multiply." Some have made a feeble attempt at rationalization of the process but usually ended with the classic injunction, "Be sure to invert the divisor and multiply." All this time, most upper grade and secondary school teachers have been plagued with the extra labor of doing remedial work in the division of fractions, not because previous teachers did not know how to explain the procedure, nor because the children could not grasp the meaningful explanation, but simply because they felt that they had so much else to "cover" that they followed the line of least resistance and drilled, "invert the divisor and multiply."

Just why all this duplication of effort? Why should division of fractions be so difficult? Why should remediation be necessary? The cause may be that the children had forgotten what they had learned mechanically and had no way of figuring out which fraction to invert when they were confronted with two fractions or with a divisor larger than the dividend.

Should the children know why they perform certain processes in arithmetic? Definitely, yes! They know, or should know, that they add or multiply when they want a larger answer; that multiplication is a short cut to addition just as addition is a short cut to counting. They know, or should know, that they subtract or divide when they want a smaller answer. And, before they ever use any of these processes in a problem, they know, or should know, whether they want a smaller or larger answer. They know, or should know, why they shift the decimal point in the division of decimals. They know, or should know, the why of the quotient placement in simple division. They know, or should know, the why of the r^2 and the r^3 in the area of a circle and the volume of a sphere, respectively. They know, or should know, the reason for any of the rules and principles, even if only to make good use of the highest of their God-given intellectual faculties, namely, the understanding or reasoning process. Then, why shouldn't they know why they invert the divisor in the division of fractions?

Several recently published series of arithmetics or treatises on the teaching of arithmetic give one or the other reason for the inversion of the divisor but to date, to our knowledge, no one has completely summarized nor clearly presented the three possible explanations for the rule usually given. The inversion of the divisor can be explained through: (1) common denominators, (2) partition, (3) measurement.

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The *first* will eliminate the process of inversion altogether; the *second* will show how the whole number automatically jumps under the line; and the *third* will clarify the inversion of the fractional divisor.

1. Common Denominators in the Division of Fractions

If children are made to realize that the denominator in fractions is merely the *name* of the equal portion or equal part; if teachers illustrate the meaning of a fraction by occasionally writing it in this wise:

$\frac{1}{4}$ is the same as $\frac{1}{\text{fourth}}$
then the children will see no difficulty in the following explanation.

Problem:

How many fourths are there in half of a pie?

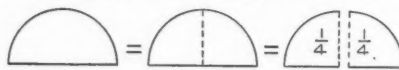
Instead of merely inverting the divisor and multiplying:

$$\frac{1}{2} \div \frac{1}{4} = \frac{1}{2} \times \frac{4}{1} = 2$$

one may change both fractions to a common denominator or to the same name:

$$\frac{1}{2} \text{ is the same as } \frac{2}{4} \text{ therefore}$$

$$\frac{2}{4} \div \frac{1}{4} \text{ or } \frac{2}{\text{fourths}} \text{ divided by } \frac{1}{\text{fourth}} \text{ or } 2 \div 1 = 2$$



One can merely eliminate the common name and divide the 2 by the 1, and attain the same answer 2.

This may be done with any fractions since a graphic and accurate illustration will not always be practical, e.g.:

a) Divide $\frac{3}{4}$ by $\frac{5}{6}$

Instead of this:

$$\frac{3}{4} \times \frac{6}{5} = \frac{9}{10}$$

show them this:

$$\frac{3}{4} \text{ is the same as } \frac{9}{12}$$

$$\frac{5}{6} \text{ is the same as } \frac{10}{12}$$

therefore:

$$\frac{9}{12} \text{ divided by } \frac{10}{12} \text{ is the same as}$$

$$9 \text{ divided by } 10 \text{ or } \frac{9}{10}$$

b) Divide $1\frac{1}{2}$ by $\frac{2}{3}$

Instead of saying: "Invert the divisor and multiply"

$$\frac{3}{2} \times \frac{3}{2} = \frac{9}{4} \text{ or } 2\frac{1}{4}$$

say:

$$\frac{3}{2} \text{ is the same as } \frac{9}{6}$$

$$\frac{2}{3} \text{ is the same as } \frac{4}{6}$$

therefore:

$$\frac{9}{6} \div \frac{4}{6} = \frac{9}{4} \text{ or } 2\frac{1}{4}$$

In all these illustrations the children can readily see that the denominators are mere names and that the division takes place in the number of parts or numerators. Then even if the fractions are dealt with according to the rule, namely, "invert the divisor and multiply," cancellation will yield $2\frac{1}{4}$.

$$\frac{9}{2} \times \frac{3}{4} = \frac{9}{4} = 2\frac{1}{4}$$

2. Partition to Explain the Inversion of the Divisor

This can be illustrated best by a practical problem.

Problem: If Jack wants to share his $\frac{1}{2}$ pie with two of his pals, what part will each receive?

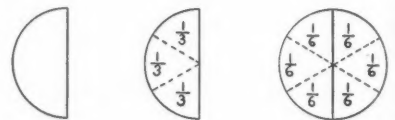
The conventional way would be to say:

$$\frac{1}{2} \div 3 \quad \frac{1}{2} \times \frac{1}{3}$$

but the meaningful way would be to illustrate the problem thus:

One third of half a pie = one sixth of a whole pie.

When Jack divides $\frac{1}{2}$ pie into 3 equal parts, each boy will get $\frac{1}{3}$ of $\frac{1}{2}$ or $\frac{1}{6}$ of the whole pie. The 3 by which he was to divide the $\frac{1}{2}$ automatically "jumped below the line" and became $\frac{1}{3}$.



Children will have no trouble understanding the partition form if they have been accustomed from the third grade on to see division facts expressed in relation to multiplication facts, thus:

Measurement Idea: $\left\{ \begin{array}{l} \text{How many 3's in 15?} \\ \text{How many 5's in 15?} \\ \text{What are five 3's?} \\ \text{What are three 5's?} \\ \text{What's } \frac{1}{3} \text{ of 15?} \end{array} \right.$

Partition Idea: $\left\{ \begin{array}{l} \text{What's } \frac{1}{3} \text{ of 15?} \end{array} \right.$

3. The Measurement Idea to Explain the Inversion of the Divisor

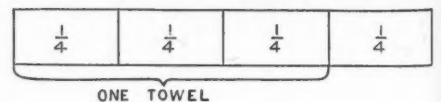
This also can be explained best through an illustration. The divisor will turn upside down automatically.

Problem: If Jane wishes to cut guest towels $\frac{3}{4}$ yard long from a piece of toweling 3 yards long, how many towels will she be able to cut? The reasoning in the problem can be demonstrated by analogy. If 5 apples cost 15 cents, one must find the cost of 1 apple before one can determine the cost of 7 apples. In the towel problem, one must also find out first how many towels Jane can cut from *one* yard before one can tell how many 3 yards will yield.

From the illustration we can see that Jane can cut one whole towel $\frac{3}{4}$ yard long and still have $\frac{1}{4}$ yard left. That $\frac{1}{4}$ yard is really $\frac{1}{3}$ of another towel. (Superimpose that $\frac{1}{4}$ on one part of the towel already cut.) In other words, Jane can cut $1\frac{1}{3}$ towels from 1 yard of toweling. From three yards of goods she can, therefore, cut 3 times $1\frac{1}{3}$ or 3 times $\frac{4}{3}$:

$$1 \text{ yard} = 1\frac{1}{3} \text{ towels}$$

$$3 \text{ yards} = 3 \times 1\frac{1}{3} \text{ or } 3 \times \frac{4}{3}$$



Vocabulary Building is Fun

*Sister M. Alvernia, O.S.F., Fel.**

My project on vocabulary building takes the form of a visual aid since it involves charts, flash cards, posters, and games. Its use during the past years brought remarkable results in improving considerably the impoverished vocabulary of the pupils. I also observed that planned vocabulary building has many advantages. It helped the pupils to gain a command of English which not only improved the processes of their mind, but it gave them assurance; built their self-confidence; lent color to their personality; and even increased their popularity.

My new pupils on the very first day of school year sense at once from the classroom atmosphere which subject besides religion will be emphasized a great deal. Their curious, wandering eyes spot two huge pocket charts with flash cards containing words not commonly used in their active vocabulary. The blackboard carries a notice which urges them to reach out for their dictionaries and establish immediate and intimate friendship with them. Likewise, catchy and attractive posters on speech and the use of words sufficiently motivate the pupils to plunge themselves "head over heels" into the task of improving their knowledge of words. This preliminary setting, as a rule, starts the ball rolling for the entire school year.

Now, the method which I use in vocabulary training, although concocted from previous experiences, follows a definite plan. It is a method which stimulates, challenges, and encourages the students to wider explorations in this exciting field of speech.

First, the teacher and the pupils are keyed up to watch for new words at all times. The pupils are encouraged to jot down all the strange words which they encounter and then write them on the blackboard, a section of which is reserved for that purpose all year round. At the end of each day I eliminate those words, which are too technical or exotic. On Friday the remaining words are entered into the special

vocabulary notebook by the class secretary and the blackboard is cleaned for the following week's collection. During the weekend two dependable classmates print the words of the week on flash cards and on Monday morning insert them into the pocket charts. The number of new words averages from 10 to 15.

Consequently, the great search for the meaning and pronunciation of these new words starts each Monday. Every minute of spare time is utilized for this purpose. The pupils have their own individual vocabulary notebooks in which all the words are recorded. Their interest in this work is keen because the pupils realize that the mastery of these words will ultimately bring victory and prizes to them in the games played as soon as they gain a fair acquaintance of about seventy words.

The first game which is frequently played is simple. Its purpose is to review all the words on the flash cards. The class is divided into two teams with a captain at the head of each. Both captains take an equal amount of flash cards. Each captain then gives a word to a member of the opposite team who, to gain one point must use the word correctly in a sentence but in such a manner as to reveal its meaning. When a pupil fails to do so, the team loses one point. The teacher acts as referee. These learning experiences develop mental alertness and skill in speech.

As soon as the majority of the pupils manifest a fair acquaintance with the whole set of words, a game patterned exactly on the popular Bingo game of today is played. The accessories of the game are arranged in an

JOIN THE MARCH OF DIMES

January 16-31, 1950

The year 1949 was the worst polio year on record. Last fall the funds of the National Foundation for Infantile Paralysis ran so low that it was necessary to conduct an emergency drive to provide stopgap aid.

The regular 1950 March of Dimes campaign will be held as usual, January 16-31. Basil O'Connor, president of the Foundation, says that, even should 1950 be a light year, "our reserves must be built up so that financial emergencies such as 1949 cannot recur."

hour or more with the collaboration of six capable students. The 75 words which are needed for this game are divided into five groups, each containing 15 words. The five pupils, each of which is given one specific group of words, distribute the words at random in the specified columns on the cards which contain the mimeographed 25 squares and the capitals WORDS, one letter above each vertical column. The sixth child writes the definitions on little slips. From these slips the leader reads the definitions in order that the classmates find the corresponding word on their cards. The pupils are provided with square disks to cover the words they happen to recognize as being defined by the leader. The rest of the game follows the same rules as are observed in the regular Bingo game.

Prizes, no matter how insignificant, are powerful incentives. It is a thrill to behold the enthusiasm and happiness that simply grip the students while learning by repetition is going on simultaneously. The class considers the playing of the game as the best reward which can be granted them.

By the end of the second semester two sets of such games were completed. The pupils filled their verbal wardrobes with powerful and usable words. The high scores achieved in the standardized vocabulary test were a positive proof of the efficiency and success of this planned procedure. The greatest satisfaction, however, was to see the pupils' improvement in thinking accurately and expressing their thoughts clearly with confidence and assurance.

Scholars have discovered, after a host of experiments, that the vocabulary of the average person almost stops growing by the middle twenties and that a limited vocabulary limits your chances for success. It follows, therefore, that it should be every teacher's vital interest to enrich the vocabularies of the students while they are with her by an intelligent plan if progress is to be made. No haphazard hit-or-miss methods will do.

Never to be at a loss for words is one of the requisites of leadership. History proves that all great men were speakers. Let us all join hands in building leaders. America needs them.

JOIN THE MARCH OF DIMES

JAN. 16-31						
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

THE NATIONAL FOUNDATION FOR INFANTILE PARALYSIS

Automatically the $\frac{2}{3}$ turned upside down and became $\frac{4}{3}$. Thus the children can readily see why we "invert the divisor and multiply."

The question then arises: Must the children always illustrate the reasoning process and use the long way? Indeed not! As soon as they understand the reason for the inversion, they may use the short cut; but not until then. If they ever do forget the process, they will at least remember the meaningful presentation of the inversion of the divisor because meaningful learning has a tendency to be more permanently retained than the mere mechanical associative learning.

*St. Mary Magdalen School, Milwaukee 7, Wis.

Meaningful Correlations

*Sister M. Joan of Arc, C.S.A.**

We have heard and read much about "reading readiness" but few have heard or read about "letter-writing readiness." The following concerns my experience in fostering the latter. As a child in the grades, I disliked business letter writing and, in my years of teaching, found few pupils who accepted with enthusiasm that unit in English. In my endeavor to arouse interest and add zest, I correlated three subjects—English, arithmetic, and art. Prior to or as an introduction to that unit, I suggested that every child in the room go into business temporarily. The idea appealed to them so, forthwith, various types of businesses were discussed. Several of the children volunteered to bring to class old mail-order catalogs. From these the boys and girls selected illustrations (colored preferably) to cut out which would best suit their purposes. The following were some of the pictures chosen: men's, women's, and children's shoes, ladies' hats and accessories, men's and boys' suits, ladies' and girls' dresses, coats, and sweaters, farm implements, flowers, fruits, electrical appliances, hardware, etc. Each child was asked to decide upon a name for his or her business such as Teen Shop, Sander's Suits, Walker Implement Shop, Moor's Fruit Mart, etc. Besides the advertised wares and their prices, the prospective proprietor had to letter his or her name in a conspicuous place on the poster. The assembling of the pictures and the constructing of the posters were done during an art period previous to the unit on letter writing. White construction paper, 12 by 18, artistically tinted by means of paint, colored chalk, or spatter ink, served as the background for the articles advertised. Every poster, prominently displayed in the room before and during the entire unit, gave the children ample time to decide which stores they wished to patronize. In this way, letter-writing readiness was created. Two or three days were devoted to organizing skeletons of letters and addressing of envelopes. Each child was asked to write two skeletons a day, thereby acquainting himself with the format of a business letter. By proper folding of the letter, an envelope resulted; this the children addressed. The next step was to write complete letters in which at least four or five different articles and multiple quantities of each were ordered, as also the method of transportation to be used. In order to secure an order for every child, the class democratically arranged that no two children order from the same person or firm. The letters, having been written, were enclosed in regular envelopes, addressed, and posted at the "School Post Office." A child, previously appointed as postmaster, stamped the chil-

dren's illustrated stamps (some ingenious youngsters depicted air mail and commemorative stamps of their school, classmates, or town) and deposited the mail in a box for distribution the next morning. Since mathematics was involved in this next procedure, the children opened their mail during the arithmetic period and computed their customer's bills which, in most cases, were large. In that day's English period the children composed a reply letter in which the following items were included: an acknowledgment of the order received, the time of shipment, and an itemized statement. Most of the business operators *pro tem* offered generous discounts for payment within ten days of receipt of goods, or for purchases amounting to \$10 or more. All specified that payment be made by checks, some wary dealers asked for bank checks, while others stated that personal checks would be satisfactory. Here was a meaningful approach to teaching business arithmetic. At this point our business letters were set aside for two weeks during which time the children learned about discounts, personal and bank checks, and bank deposits. Through the courtesy of our local bank, we secured several books of blank personal and bank checks and deposit slips. We decided that in order to pay our bills by check, we had to open a checking account. We, therefore, deposited with our "Imaginary Bank" some currency, silver, and several fictitiously numbered checks. This done, the customers proceeded to pay their bills. The proprietors, having received their checks, endorsed them, and deposited them in the bank. Thus ended one complete assignment on our business letter-writing unit. The brighter children who wished to buy from more stores were permitted to do so provided they did not thereby burden less gifted children. The unit lasted several weeks—longer than ordinary, but more than letter writing was imparted to the children in that length of time. Business letter writing taught in this way is not such a cut-and-dried affair any more. Furthermore, the posters give a colorful and businesslike appearance to the room. Children delight in make-believe, so why not give it to them and let it serve as a channel for imparting knowledge. Another value not to be overlooked is the fact that children are taught the cost of living.¹ That my project was very acceptable to the children was evidenced the next year when the class asked that I let them all go into business like last year's class.

¹I teach in a rural district so the children are familiar with the high cost of farm implements. The boy who sold the implements was not very efficient in handling his decimal point. He was advertising combines for \$80 instead of \$800. He learned the value of the decimal point before the unit was over for he was teased by his classmates.

*St. Ann School, Walker, Kans.

Editors's Note: Banks are, as a rule, very willing to be of help to teachers and schools. J. Lowell Lafferty, chairman of the public relations council of the American Banker's Association and vice-president of the Republic National Bank, Dallas, Tex., says: "All students in our schools should understand money management and practical banking matters. . . . The forward-looking banker sees that the real opportunity to build public understanding of banking is through education."

A recent booklet issued by the A.B.A. urges bankers to be ready to answer questions of teachers and students and to be willing to come to school to talk to the students as well as to supply such teaching aids as may be available at the bank.

A Test in Religion

Sister M. Laetitia, O.S.F.

Last year we opened our parochial school and as yet we are working under handicaps. With only two rooms furnished we have seven grades in the upper room. These grades include the fifth to the eleventh. Quite a variety. Our program for the first six weeks called for the Baltimore Catechism No. 2 and the New Testament. I stressed the high points and for the final test I had to resort to an unusual type. I have children that cannot spell and some others unable to write a sentence. To meet all situations I had them take a sheet of paper and number it from one to 25. I then read them the following questions to which they tried to put the correct answer. They survived with one failure and two perfect papers. The others ranged from 70 to 90 per cent. But to be frank, I do believe that only God and myself could read what they wrote for me, for the spelling was abominable. Well, now, here are the questions:

1. Who was the first human being to go to limbo?
2. How many popes did we have?
3. What angel came to Mary on Annunciation Day?
4. What angel led the good angels in the battle with Lucifer?
5. How often each year must a Catholic assist at holy Mass?
6. When is the Feast of the Assumption of the Blessed Virgin?
7. On what mount was our Lord crucified?
8. By what four bonds are all Catholics united?
9. Who were the parents of John the Baptist?
10. Who were the parents of the Blessed Virgin Mary?
11. What king murdered the Holy Innocents?
12. What word means swearing falsely?
13. Who were Gaspar, Melchior, and Balthasar?
14. In what river was Jesus baptized?

(Concluded on page 29)

Aids for the Primary Teacher

A FARM UNIT

Sister M. Julitta, C.S.J.*

PROBLEM: HOW DO FARMERS LIVE AND HELP OTHER PEOPLE

I. Objectives

1. To extend the children's ideas beyond their immediate environment.
2. To show the interdependence of city and rural life.
3. To help the children understand and appreciate the work of the farmer.
4. To appreciate God's gifts which the farmer helps to give to people.
5. To show how the farmer's work is made more convenient by the use of implements and machines made in the city.
6. To discover the main likenesses and differences in the lives of farm and city children.
7. To show the main activities of the farmer during each season of the year.
8. To emphasize the fact that sanctifying grace is the most wonderful of all God's gifts.

II. Overview

By following the activities of a typical farm boy and girl in Minnesota from season to season, the children will be led to a broader view of life and of creation in general. They will see that the farmer simply uses and shares the temporal gifts which God bestows on him as a means of working out his salvation. The assimilative activities will help clarify the fact that no one is self-sufficient. He will see that the farmer is dependent on workers in the city and *vice versa*. In connection with the religion unit on creation, the child will see more clearly that God has no need of any of His creatures. They are simply serving Him on earth in order to live with Him in heaven.

In the course of this unit very little mention of farm animals is made since a unit on animals has just preceded this one.

III. Approach

Before Easter the boys and girls had learned many things about farm animals. While they were studying about them many of the boys and girls asked questions about other things on the farm. At that time all those questions were not answered. "Would you like to hear how we can find out all those things you want to know," the teacher questioned the children. She then proceeded, "During Easter vacation I had a letter from a little boy and girl who were in this room last year. Don and Sue are their names.

They moved to the farm just about this time last year. We were sorry to see them leave because they were such good children. Everyone missed the interesting stories which they were always so eager to share. We would miss any of the boys and girls now, too, if they left our school. Should you like to hear the letter? It is right here."

Dear Sister,

Last night we were saying that we have been living on the farm for exactly one year. Then we started talking about all the different things that had happened during the year. We were wondering how you and all the children at St. Mary's school are. Then Mother said, "I shall help you write to sister if you want to." So Mother is the one who is spelling the big words for us. Of course, maybe you aren't interested in farm life, but I think you will be after you hear a little about it.

Oh! We have really had a lot of fun and have learned a lot of things, but we don't know where to begin telling these things because there is so much to tell. Mother thought it would be a good idea to start by having your children make a list of the things they would like to know about farm life. We shall start with the *springtime* questions and keep right on going until we get through the four seasons.

We'll be waiting for your letter next week and of course we want to know what you are doing. Good-bye for now.

Your old pupils,
Don and Sue Jones

The teacher pointed out that these children had learned to share and that sharing is really the only way to make and keep people happy.

The children were happy to have the fun of having their questions answered by Don and Sue. The teacher suggested that for the next two days they were to think of all the things they would like to ask them. Then their questions would be sent to them. Because the teacher herself had lived on a farm when she was a child, she offered to help Don and Sue answer some of the questions.

The teacher suggested that if any of the children have a farm set, it may be brought to school and set up and kept right with Don and Sue's letters. She told the children that before they finished their letter writing to Don and Sue, they could visit their farm or a farm like theirs.

Sue asked her teacher for a list of songs which she might send to the pupils. This is a list of some of the songs which were to be learned:

1. *Listen and Sing*: "The Farmyard," p. 121; "Farm Music," p. 70; "Little Pigs," p. 66.
2. *New Music Horizons* 2: "The Rooster," p. 129; "Farmyard Pets," p. 108; "Baa, Baa, Black Sheep," p. 109; "The Farmer," p. 106; "Geese," p. 104; "Harvest," p. 17.
3. *The American Singer* 2: "The Farm," p. 152.
4. *Songs of Many Lands*: "The Little Farmer," p. 15; "Three Ponies," p. 73.
5. *New Music Horizons* 3: "My Pony," p. 150; "Calling Home the Cows," p. 82; "We Farmers Go to Market," p. 6.
6. *Songs of Childhood*: "The Farmer in the Dell," p. 41; "My Dog," p. 38; "Planting Corn," p. 48; "The Rooster," p. 58; "Six Little Pigs," p. 45.
7. *The Music Hour* (Kindergarten and First): "The Friendly Cow," p. 141; "The Gardener," p. 132; "The Little Red Hen," p. 37.
8. *New Music Horizons* 1: "My Little Pony," p. 26; "Familiar Friends," p. 44.
9. *Our First Music*: "Brown Duck," p. 5; "Garden Tools," p. 201; "Farmyard Song," p. 150; "The Garden," p. 296; "Mister Farmer," p. 147.

Here are some of the poems which Sue's teacher gave her:

1. *Under the Tent of the Sky*: "In the Barnyard," p. 51, Dorothy Aldis; "Familiar Friends," p. 51, James Tippet; "Horse," p. 53, Elizabeth Madox Roberts; "The Cow," p. 56, Ann Taylor; "The Cow," p. 57, Robert Louis Stevenson; "The Pasture," p. 58, Robert Frost; "Milking Time," p. 59, Elizabeth M. Roberts; "A Friend in the Garden," p. 115, J. H. Ewing; "When the Cows Come Home," p. 58, Christina Rosset.
2. *To and Fro First Reader*: "Gobble, Gobble," Myrtle Quinlan; "Rooster Song," Myrtle Quinlan.
3. *Pink Book of Verse* (Monteith): "The Clucking Hen," Anne Hawshaw; "The Barnyard," Maude Burnham; "Animal Land," Myrtle Quinlan.
4. *Tummy Tingles* (Josephine Beardsley): "Wheat."

IV. Assimilation

Spring

What does Mr. Jones do during this season?

Explain the fact that this is the time for the farmer to do his planting. Discuss the various crops which Mr. Jones plants at this time. Read and discuss in detail pp. 1-4 of the book, *The Story of Wheat*.

Wheat

Discuss Mr. Jones' machinery. Illustrate and label the plow, the tractor, the harrow, the drill. There are good pictures of farm machinery on pp. 132-135 of *Centerville*. Show the purpose of each piece of machinery and also show where each one is made.

Plant some wheat, corn, potatoes, and flower seeds in boxes. Note the likenesses and differences in our methods of planting as compared with Mr. Jones'.

Begin a class dictionary. Enter the following terms: crops, plow, machinery, seeds, tractor, drill, harrow, etc. Have a group of children responsible for keeping a list of the new terms which are encountered during the week. Set aside one period each week to keep the picture dictionary up to date.

Show how Don and Sue help with spring work. First of all point out the fact that,

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since they are in the second grade, they must go to school every day, too. Read pp. 88-89 of *In the City and on the Farm*. Read their description of the school, the school bus, and their distance from school, as told in one of their letters. Illustrate.

Compare their tasks and activities with ours—both on school days and on Saturdays and Sundays. Bring out the fact that they always attend Mass, say their morning and evening prayers, and their meal prayers just as we do. The book, *Helping on the Farm*, gives a very clear picture of some of the farm boys' tasks. Discuss their little chores after school: gathering the eggs, helping feed the chickens, helping with the supper, etc.

Explain. After Mr. Jones gets his small grains, his garden, and his potatoes planted, he must plant his corn. Show how this is so carefully done. Discuss the purpose of cultivation. Refer to the above mentioned pictures in *Centerville*.

The book, *Dick Makes a Garden*, could be read and discussed at this time to bring out the idea that the little plants need much care. Emphasize the fact that Mr. Jones and all farmers are entirely dependent on God for the success of their crops. They must have the right amount of rainfall, warmth, etc., if they are to grow properly. Compose a prayer for good crops.

After all the seeds have been planted, Don

and Sue said their father bought five hundred baby chickens from the hatchery. The book, *At Don's Farm*, gives a complete picture of how the farmer has eggs hatched and how he cares for and profits from the chickens. *Cluck-Cluck's Egg* is a good little book for clarifying this point.

Discuss reasons for the various buildings on the farm. Discuss the family and the home. Bring out the idea that it is a happy home. Why? Talk about the main activities of Mother, Father, Joe, Phyllis, Don, and Sue as described in one of their letters. Illustrate some of these activities.

After the children understand the purpose of the buildings on the farm, ask them if they would like to make a miniature farm set at home and bring it to school when it is finished. Let the boys choose the building they would like to make. They could be divided into groups according to their addresses. The girls could work on furnishing the home. Plan the size of the buildings, etc. Here many of the terms of comparison which have been developed in arithmetic class may be made more meaningful.

A frieze might be planned and made now to summarize the main activities of the Jones family.

Summer

What is Mr. Jones's biggest job during the summer months?

Explain the work of harvesting crops. Discuss and illustrate the terms: binder, threshing machine, combine, rows, shocks, bundles, field, grain, and straw. Read pp. 5-16 in the book *the Story of Wheat*. Read also pp. 108-117 of *Susan's Neighbors*. This gives a good idea of the activities of harvest time.

Discuss the products of the harvest. Explain the fact that Mr. Jones sells some of his grain to the elevator in the near-by town. He uses some for feed and saves enough for seed to be used the following spring. Show how both Mr. Jones and the city people who buy the grain profit by the transaction.

Besides harvesting the grains, Mr. Jones must take care of his hay. Read the *Story of Hay* and also pp. 33-43 in the book *Farm and City* on the same subject. Discuss and illustrate the terms: hay, mower, pitchfork, hay-mow, hay rake, bale of hay, and a sickle.

Compare Sue and Don's summer vacation with ours. The following are some typical examples of farm children's vacations:

We Live on a Farm, pp. 6-116, interesting story and illustrations.

In the City and on the Farm, pp. 90-125, gives a good picture of fun on the farm.

Good Times at the Farm, an interesting story with colorful illustrations—complete in 31 pages.

Fun on a Farm, the entire book.

Fun with Dick and Jane, pp. 42-76 could be reread and discussed again.

These Are Our Friends, Faith and Freedom, pp. 133-143.

Peter's Family, pp. 54-76, give a very clear picture of farm work and play.

Good Times with Our Friends, pp. 46-88.

Three Friends, pp. 23-56.

Bob and Judy, pp. 115-129.

Good Times Together, pp. 83-97.

Hello David, pp. 110-153 and also pp. 38-74.

The children will be able to read all of the above mentioned books. Some of them will also be able to tell about their vacations at the farm.

Plan and make a frieze depicting the main activities of the Jones family during the summer months.

Autumn

What does Mr. Jones do in the fall or autumn?

Explain that Mr. Jones must gather all the fruits of the harvest before the frost comes and put them into the granaries and store-houses. The pictures on pp. 48-52 of *Look and Learn* will show the necessity for this. The book, *Nancy's Apple Tree*, will show how to care for apples. *Our Food* shows the garden products' culmination. *From Farm and Garden* traces food from the growers to the market.

Recall the fact that the corn was the last crop which Mr. Jones planted in the spring, and it is the last one ready in the fall. Explain the working of the corn picker, the cribs where the corn is stored, and how it is treated when it is used for ensilage. Read pp. 130-139 in *Centerville* to get a clear idea of the way in which the corn crop is handled. Compare Mr. Hands' of Centerville with Mr. Jones's method of corn picking.

Don and Sue's vacation is over in September just like ours. They are eager to go back to school because they are in the third grade. Show how they still share with the work after school. They help gather in the vegetables, apples, etc. Bring out the fact that Mother has been preparing for winter by canning all the surplus garden products and the various fruits which have been on the market all summer. Pp. 119-141 in *We Live on a Farm* give examples of typical farm scenes in the fall.

Discuss pp. 47-50 in *Look and Learn*. See if they can tell what the family does during each season.

Compose a prayer similar to the prayer which the Jones family said in thanksgiving for abundant harvests.

Discuss the purpose of the final plowing of the ground before the snow comes. Plan and make a frieze summarizing the autumn activities of the Jones family.

Winter

What does the Jones family do all winter?

Show how this season is really a resting time for Mr. Jones. Discuss their family life, that is, their entertainment, their work, their food. Illustrate some of these activities.

Discuss Mr. Jones's chief work which consists in caring for his livestock and poultry. Pp. 141-147 in *Hello David* give a very clear picture of milking time. Discuss the milking machine, the separator, the milk house, and the times for milking. Explain briefly what is done with the milk and cream.

Don and Sue go to school as usual. After school Don helps feed the chickens and gather the eggs. Sue helps with the dishes. They have time to play with their sleds and skate before it gets dark. Discuss the fact that in the wintertime the Jones family finishes its work early in the evening. They say their prayers together before they begin their various recreational activities.

Explain that Mr. Jones spends the latter part of winter planning his new crops. Tell why he plants his grains in different fields each year. He also checks his seed and gets his machinery ready.

Plan and make a frieze which brings out the main activities of the Jones family during the winter months.

And now if we want to know what the Jones family is doing and what we should be doing with our little farm, we can just go back and read Don and Sue's letter about spring. Yes, we could look at our frieze on their spring activities and find out, too.

V. Culmination

Now how could we show Don and Sue that we have followed them with their activities? Yes, we could write to them and thank them for all the things which they have taught us. We could also invite them to come and talk to us.

We could invite our mothers and the second grade into our room to see and hear the whole story of a farmer's life from season to season.

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Action Poems

Yvonne Altmann*

Snow and Wind

The snow and wind are friends you see.

They play together as nice as can be.
I saw them play in a blizzard one day
They chased each other every which way.

[Be snow and wind.]

Little Tiny Snowflakes

Little tiny snowflakes
Falling from the skies
If I'm not careful
I'll get one in my eye.

[Point to eye.]

A Blizzard

There's a blizzard out today.

I can't go out to play.

Burr, burr! It's cold I'd say.

I can't go out today.

[Hug yourself as though you are very cold.]

*Kindergarten Director, Oshkosh, Wis.

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Dial Heaven 100

Sister M. Lauriana, O.S.F., Fel.

The imagination of the child is a God-given faculty, which is too often neglected and seldom cultivated in the line of greater things. The child possesses a very vivid imagination; he can readily pretend that he is a grizzly bear, and he can practically convince himself of it. In the spiritual field such pretention is no longer necessary. God, the good Almighty, truly dwells within the soul. Why then do teachers fail to bring this dogma of the divine indwelling to life?

It is time that religion were vitalized. God can be called on at any time and in every place. Children grasp this truth sooner if a resourceful and clever teacher plays upon their imagination by using in her presentation of this truth a modern invention, the telephone.

The following presentation developed a bit more fully will bring the little ones of kindergarten and first-grade level to realize the God of their heart. Children, the wonderful God who created us gave us a soul. Now we really did not become His children until

after we were baptized. Since then, He made our souls His home.

How many of you boys and girls have ever spoken through a telephone? Whom do you like to call? Of course, those whom you love. We all love the good God with our whole hearts and souls, so why not give Him a call? You can call God every second. This is the way you do it. [The teacher takes a toy telephone and dials]: "Heaven 100. Dear God, I love you." Children, you must listen to what the God who is in your heart will answer. He will say, "I love you, little child, a whole lot."

Boys and girls, you do not even need a telephone. You can pretend at any time that you have a telephone and talk to God in your heart whenever you wish. Tell Him anything you want. Let us try it.

Children enjoy such "spiritual telephoning" to God and they very readily adopt this practice as part and parcel of their daily life. In this manner we utilize the faculties of nature as a foundation for the super-nature, called "grace."

*Villa St. Felix, Plymouth, Mich.

FINGER PAINTING

Sister M. Marguerite, C.S.J.

I am certain that every primary or kindergarten teacher is familiar with the medium finger paint. It is precisely painting with the fingers, thumbs, fists, hands, and even with the forearm. This medium is a delight to any child who has the chance to use it freely.

The finger paint which most of us know is the commercial finger paint. This is excellent but very few schools could afford it as a steady diet. It is a fine medium for hand prints or gift booklet covers. But for everyday use homemade finger paint is more practical. Originally I used boiled laundry starch as a base for finger paint adding show card color. But this becomes watery from the heat of the human hand, and is very often quite useless as a result. Besides, unless one is equipped in the classroom with a hot plate, this base would have to be prepared outside of school hours. For the most of us this is neither convenient nor possible. There is now a powder finger paint on the market, but the price is still more than I can afford to pay. For several years I have used paper hangers' dry paste as a base. This can be mixed with cold water on a moment's notice. It is cheap and, if stored in a cool place keeps for several days. Add to the pasty mixture, which should not be too thick, nor should it be too thin, whatever shade of easel powder paint you may desire. I mix up several colors and allow the children to use them in any combination, or pure, as they wish. Children can be given the white base and allowed to add their own color. But for this one would need careful supervision if waste of show card color were not to result. I find it safer and simpler to mix the colors myself.

Necessary Equipment

You will want to know, "Can this finger paint be used in an ordinary kindergarten setup?" I think so. Children should work standing at tables at least 2 feet high. They do better work, are more free to use their arms, and less apt to make a mess when they stand for work with this medium.

In our kindergarten there is a large built-in table for manual activities. One half of this table has been covered with linoleum which is cemented on. There is space on this table for seven children to finger paint at once on large sheets of paper.¹

Paper for finger painting presents another problem. It is costly. Shelf paper may be used but this also is costly for general use with large groups. I have been fortunate in being able to get paper from a near-by butcher shop. It is tough, glossy, cheaper than other paper

which fulfills the requirements for finger painting. It stands up under long periods of finger painting play.

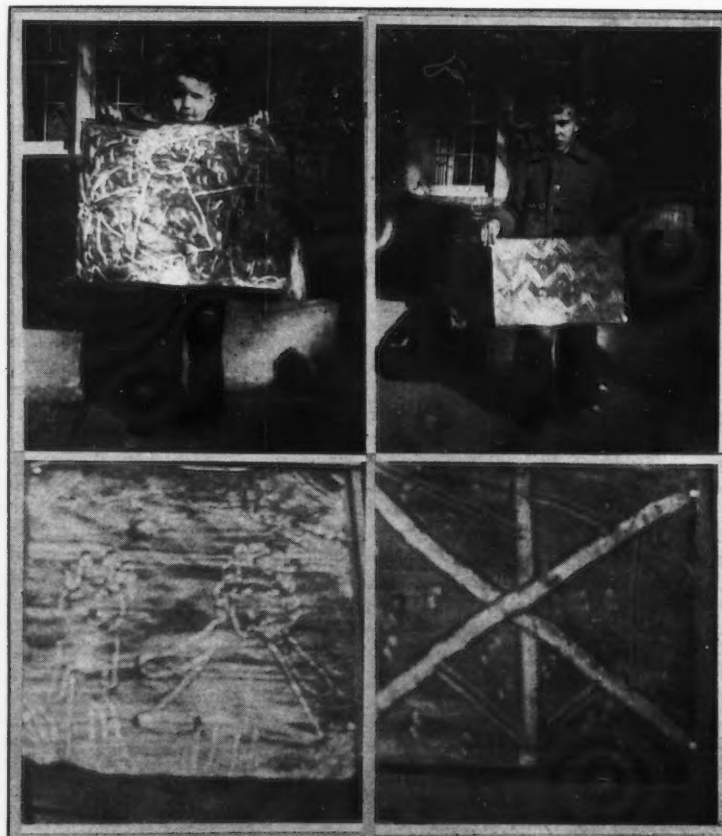
Now that we have the materials, what about the child? He must be protected by a smock or a long durable apron. He must be trained to use finger paint so that it will not be a menace to the room.

If one has a sink in the kindergarten near the worktable conditions will be ideal. I have no such arrangement. However, before school, I place on the table a large bucket and several gallon cans half filled with water. The large pail is for use in wetting the paper. The smaller ones for washing up. In the small cans I place stocking tops. I find them very satisfactory for cleaning.

Teacher Demonstrates

The first time finger paint is used I demonstrate the whole process. I wet my paper, drain it, spread it on the table smoothing out the creases before putting on the finger paint. I have a child repeat this whole process. Then

together we help ourselves to paint, spread it on the surface of the wet paper and begin manipulating it with flat hands, fists, finger, or thumb tips. If the finger paint becomes dry, water is available for dropping onto the paint covered card. If the paint seems to disappear more can be added. When the child and the demonstrator are finished playing with the paint they both carry the finger painted paper to a place that has been decided upon as convenient and practical for drying it. Then both return to the table and wash up with the stocking tops cloths. The child must be taught to do this neatly, to place the can close to the edge of the table, to ring out the cloth directly over the can, by pressing it together with both hands. He must be taught to open the cloth when he is in the cleaning process. Children invariably, unless shown otherwise, try to wash up with the cloth held in a lump. It is surprising what a careful job of cleaning can be done by little children, after a period of careful training and supervision. After the table is cleaned, the child should be shown how to wipe off the excess paint from his own hands. Then he should proceed to the washroom, asking someone to open the door for him, in order to protect door knobs, doors, and walls. It will be necessary to remind the child again of each step in this job. It will always be necessary to supervise this work in order to



Finger painting by Sister Marguerite's pupils. Upper left: experimental stage. Lower left: figures made after some experience. Upper right and lower right: designs by experienced kindergarteners.

¹Ascension School, Minneapolis 11, Minn.

²There are metal kitchen tables available now which lend themselves perfectly to the activity of finger painting.

protect the room and the child's clothes. Praise the child for being careful, helpful, and dependable in regard to this job.

Beautiful Effects

In playing with finger paints, children discover beautiful effects produced by using the fist, finger tips, or some other part of the hand. Call their attention to this when you see it happen or later at a group meeting. Praise the child who has produced steady lines, who has worked on his job carefully making good use of his materials. It is well from the beginning to insist that the child who begins a job, whether with finger paint or some other medium, consults you or a teacher helper before he puts away his work. This enables you to praise careful work, to encourage desirable habits, and to see that the cleaning up process is done properly. This practice enables you to raise the child's own standards of accomplishment.

Parents appreciate the thoughtfulness that grows in a child who is required in school to wait on himself, and to share room care. As often as possible let the child explain to you or to the group what he has tried to do in his painting. It is by encouragement and guidance, by calling the attention of the group to the accomplishments of others in the group that growth is fostered. I have been amazed at the results children were achieving with finger paint at the end of the kindergarten year.

Children Like It

Children obtain artistic effects with the least possible talent and experience. The beginning kindergarten child returns to this

activity again and again. The child who has motor handicaps should be allowed and encouraged to take more than his share of turns at his job. The child who is under a strain at home, who is emotionally upset, who is high strung and tense, will often cure himself of strain through finger paint. Brush paint requires so much more skill, so much more control that children never develop in the doing of it in the same spirit of joy. They are never as completely relaxed. Time and again I have seen a gifted child do a lovely job of painting with brush, only at the last moment to have a large drop of color run down and spoil his work. Almost always such an experience prevents the child from using this medium again for some little time.

Occupational Therapy

Finger paint has a great value for the child who needs therapy. Last year I had a boy who never spoke. He used all sorts of means to attract attention such as pinching, poking a child in the eye, etc. He was interested in none of our activities until we finally introduced him to finger paint. After that, day after day, he would find a teacher, pull her skirts until he got her over to the finger painting table. Day after day, he played with this stuff. Now this year he is with us again. He still finger paints, but he also takes part in every other activity. He talks to us instead of pulling our clothes. He is beginning to build with others and to co-operate. Although there is still room for improvement in speech and in social adjustment, his development has been remarkable when one considers that he is, according to several tests, retarded men-

tally and has a decided speech handicap.

I have gone into detail as to how this medium of finger paint can be handled in an ordinary classroom because of my belief in its great value. Here I would like to stress my finding; namely, if one trains children carefully to handle finger paint it is no more messy than is brush paint or pottery clay. Children will gain much by the use of it in joy, confidence in themselves, motor control, as well as artistic development.

The teacher has much to gain, too, for by observing children in their use of this medium she can learn a great deal about their habits, their attitudes, their emotional stability, and their natural gifts.

A TEST IN RELIGION

(Concluded from page 24)

15. What is the Church Militant?
16. By what four marks is the true Church known?
17. How many years or centuries are all other religious denominations behind the Catholic Church?
18. Who wears a miter?
19. Who wears the tiara?
20. What is the laity?
21. What is Catholic Action?
22. Give the four cardinal virtues.
23. What is original sin?
24. What does sanctifying grace do to us?
25. What is the Holy Ghost?

Answers

1. Abel. 2. 262. 3. Gabriel. 4. Michael.
5. 58 times. 6. Aug. 15. 7. Calvary. 8. one faith, one sacrifice, one head, and the seven sacraments. 9. Zachary and Elizabeth.
10. Joachim and Ann. 11. King Herod.
12. perjury. 13. the Wise Men. 14. Jordan.
15. the people on earth belonging to the Catholic Church. 16. One, holy, Catholic, and Apostolic. 17. 1500 years. 18. a Bishop.
19. the pope. 20. the men, women, and children of a parish. 21. helping the Church spread the true faith and instructing the ignorant. 22. prudence, justice, temperance, fortitude. 23. the sin we inherited from Adam and Eve. 24. It makes us holy and pleasing to God. It makes us adopted children of God. It makes us temples of the Holy Ghost. It gives us the right to heaven.
25. the Third Person of the Holy Trinity.

IOWA KINDERGARTEN MEETING

The Iowa Unit of the National Catholic Kindergarten Association held an enthusiastic meeting November 28, 1949, at Immaculate Conception School in Cedar Rapids. About 60 Sisters of various orders teaching in Iowa attended. Sister M. Assumpta, R.S.M., was chairman of the convention.

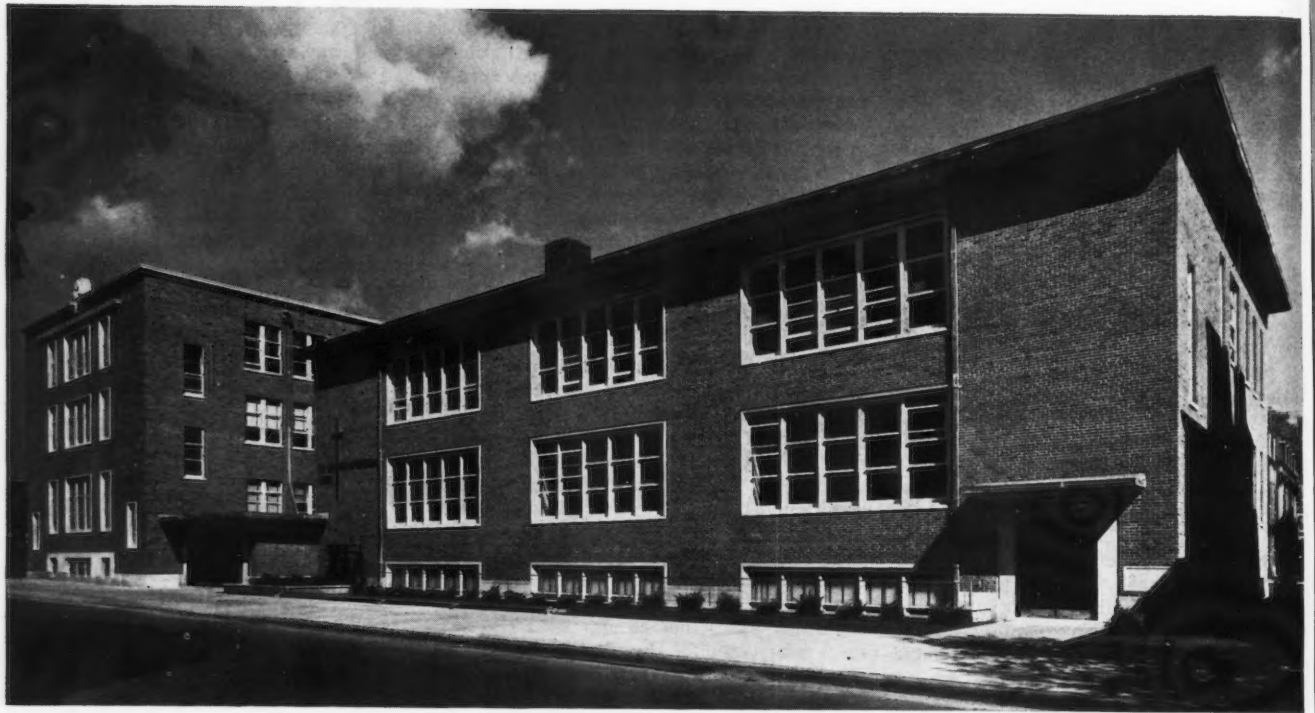
Sister M. Agnes Clare, C.H.M., national president of the association, spoke on Activity in the Kindergarten. Sister M. Agnes, School supervisor of the Sisters of Mercy, discussed Developing Responsibility in Kindergarten Children. Sister M. Germaine, P.B.V.M., spoke on Reading Readiness and Sister M. DeLourdes, R.S.M., gave an address on Music in the Kindergarten.

Demonstrations by teachers and pupils of five Catholic kindergartens in Cedar Rapids showed the visitors how these children are taught. The meeting closed with a series of round-table discussions of the several topics of the program.



These teachers are practicing finger painting at the research studios of the Binney & Smith Company, New York City where many teachers receive instruction in the teaching of art.

The Fabric of the School



New Addition to Our Lady Help of Christians School Chicago, Ill. Addition and remodeling planned by Barry & Kay, Architects, Chicago, Ill.

A City School Expanded

Our Lady Help of Christians School, Chicago, Ill., had become inadequate for the population of the parish. The pastor called upon Gerald A. Barry and Fred D. Kay, Chicago architects, who have specialized in planning school buildings, to plan an extensive addition and the necessary remodeling of the old building.

The addition of two stories and basement provides nine classrooms, two kindergarten rooms, and three offices. The auditorium, 59 by 90 feet, is in the original building.

The new building of modern design is of reinforced concrete finished with brick and trimmed with stone.

Classrooms have acoustical ceilings, asphalt tile floors, and plastered walls. Toilet rooms have terrazzo floors and tile wainscot.

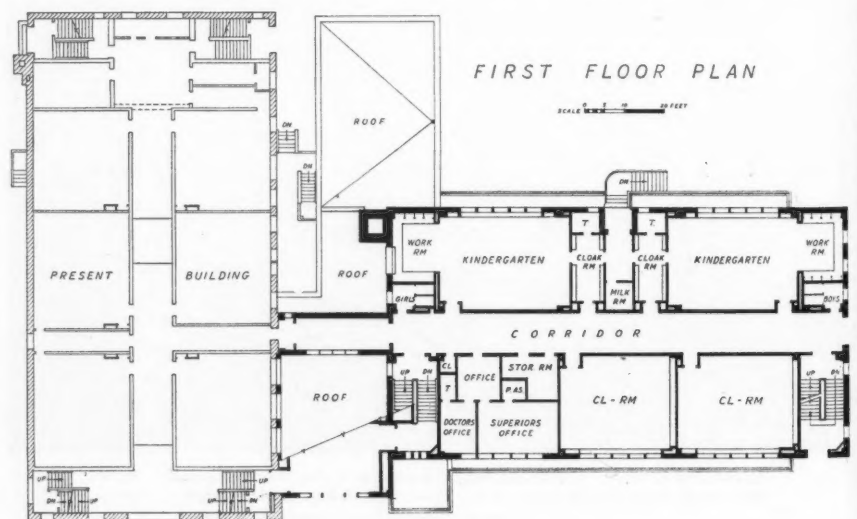
The heating is the two-pipe steam system with concealed convectors.

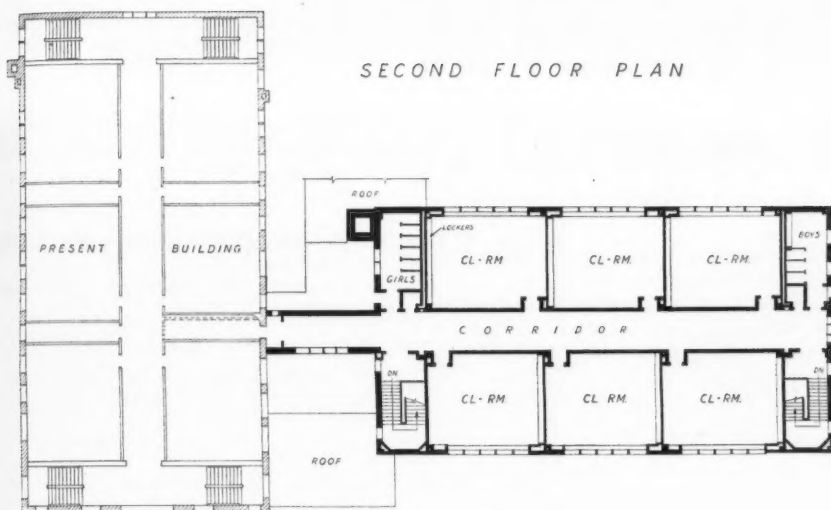
The new kindergarten has its own entrance leading into a vestibule. On either side of the vestibule is an alcove leading to one of the kindergarten rooms. Each alcove contains a toilet room and a space

for the children's wraps.

The new addition provides accommodations for 450 pupils. The total enrollment of the school exceeded 1200.

Rt. Rev. Msgr. Richard S. Kelly is pastor of Our Lady Help of Christians parish. The teachers are 22 Sisters of Charity, B.V.M., and 3 lay teachers.





Our Lady Help of Christians School, Chicago.

NOTES ON SCHOOL CLEANING

Dry cleaning of blackboards is advisable. Particularly natural slate boards are best maintained by the dry removal of chalk and dust.

Where washing is considered necessary, it is advisable to remove water with a squeegee. Most chalks contain a glue binder which goes into solution when moistened. This solution will fill the pores of slate and will cause the surface of most blackboards to become "slick." After washing a slate board, it is well to rinse it with a clean sponge and clean water, and to complete the operation by drying the entire surface with a squeegee.

TREATMENT FOR FROSTBITE

The Engineering Extension Division of the Iowa State College, Ames, Iowa, in its *Custodians' News*, suggests the following treatment for frostbite:

Frostbite most frequently happens to nose, cheeks, ears, toes, and fingers. It is caused by exposure to cold, frequently with insufficient clothing. A person is also less resistant to cold when he is exhausted.

Frostbite in small areas on the face is not particularly painful, but frozen fingers and toes are usually very painful and may result in permanent injury. The person who suffers frostbite on the face may not be aware of it until someone else notices the grayish white spot. This spot, incidentally, is actually ice frozen in the tissues.

Treat frostbite as follows: Do *not* rub the affected area with snow or anything else, as this may tear the tissues and cause infection. Gently cover the frozen area with the hand or other body surface until it is thawed out. Thaw out frozen fingers and toes in cold water, or cover with extra clothing until thawed. Do not expose frozen parts to heat for some time after they are thawed. The thawing out process must be gradual in order to avoid possible permanent injury.

When the whole body is exposed to severe cold (not frost bitten) the individual becomes

numb and drowsy, or even unconscious. Place the patient in a cool room. Rub the limbs briskly, and if breathing has ceased, give artificial respiration. When the patient begins to react, place him in a warmer room and give him hot tea or coffee. Then put him to bed. When hands or feet become so cold they are numb, but not frost bitten, warm them slowly, not over a radiator or heater.

A SIMPLE PRECAUTION

As a preventative measure, some schools provide each classroom with a small, covered tin can of sawdust, saturated with a little pine oil. If an accident occurs, and ink is spilled or a child vomits, some of this sawdust can be thrown on the spot as an absorbent until the janitor arrives and does a thorough job of cleaning.

BUILDING NEWS

New Passionist Monastery

Construction has begun on the new Passionist monastery and retreat house in Farmington, Conn., completion of which is expected in 1950. The new Holy Family Monastery and Retreat House will be used to conduct retreats for Connecticut Catholics, who presently must attend retreats given by the Passionist order at West Springfield, Mass.

New Parochial School in Macon

St. Joseph's parish in Macon, Ga., are raising funds for the new school building now being built. The new structure will increase enrollment from 200 to 320 students. An auditorium seating 650, a completely equipped stage, dressing rooms, storage space, and rest rooms are included in the plans. Other innovations are a school library, an audio-visual projection room to seat forty pupils, a first-aid room, a teacher's lounge, and an office for the principal.

New Christ the King Seminary

The cornerstone of the new \$2,000,000 Christ the King Seminary on the St. Bonaventure College campus was laid recently in an elaborate ceremony before 500 members of the clergy and laity.

New Dominican Novitiate

MOST REV. EMMANUEL SUAREZ, O.P., master general of the Dominican Order, presided at the

dedication of the new Dominican novitiate at Winona, Minn., recently. The building, constructed to ease the crowded conditions at the Dominican House of Studies at River Forest, Ill., will house the novices of the midwest and southern United States province. It will house 50 novices, 15 priests, and 10 lay brothers.

New Maryville Building

ARCHBISHOP JOSEPH E. RITTER recently laid the cornerstone of a new building for the Maryville College at St. Louis, Mo. The new addition will adjoin the present building on the south, and will contain a student union, dining room, and little theater. It will be of French Renaissance architecture corresponding with the present building.

Library Fund Established

The Knights of Columbus of the Diocese of San Diego, Calif., have begun a campaign to collect funds to erect a memorial library on the grounds of the University of San Diego to honor MOST REV. CHARLES FRANCIS BUDDY, bishop of San Diego, a member of the fourth degree and San Diego Council 1349, and dedicated to the deceased members of the order.

St. Louis College Addition Opened in Canada

St. Louis College, Moose Jaw, Ontario, Canada, opened its new \$165,000 wing recently. Archbishop M. C. O'Neill of Regina, was assisted by Rev. E. J. MacDonald, C.Ss.R., pastor of St. Joseph's Church, Moose Jaw. The College educates boys from the first grade up through high school.

Capuchins Buy Residence for Nuns

The Capuchin Fathers, who dedicated their new seminary at the former Nester Estate at Geneva, N. Y., recently, also added another dwelling and four and a half acres of land to house the nuns of the order who will act as housekeeping and nursing staff for the seminary. Since the Capuchins have been in Geneva they have remodeled and added to the Nester Estate. A wing was constructed at a cost of \$100,000.

BROOKLYN REPORT ENCOURAGING

The report for the school year 1948-49 of the Diocese of Brooklyn, by Rt. Rev. Msgr. Joseph V. S. McClancy, superintendent of schools, appeared in the November 5 issue of the *Tablet*. The total number of schools—including seminary, university, colleges, normal, secondary, elementary, and nursery schools—was 279; the number of teachers 4386; and the number of students or pupils 175,053.

An important announcement is that eight new elementary schools and, perhaps, two new high schools will be opened in the fall of 1950. In the meantime, the new revised elementary school syllabus for the diocese makes some provision for lightening the teachers' load. Because of the present high cost of building and the necessity of reducing debts, new high schools will contain only the completed classroom unit and the gymnasium in shell form, leaving the auditorium for future construction. Expensive ornamentation also is banned.

There were further financial adjustments. His Excellency Bishop Molloy requested pastors to offer summer payment to the religious communities teaching in their schools. In eight of the diocesan high schools, the yearly rate of tuition was raised for incoming students from the former \$100 per year to \$125.

Msgr. McClancy's report notes that the following religious communities have been teaching in the schools of the diocese for 25 years: Halifax Sisters of Charity, Sisters of Notre Dame de Namur, and the Xavierian Brothers. The Franciscan Brothers, last year, commemorated the 90th anniversary of their arrival in the diocese.

Mention was made also of the death, last September, of Msgr. John F. Ross, LL.D., for 23 years principal of the Bishop McDonnell Memorial High School.

Rhythmic Drawing

THE PARROT (POLLY)

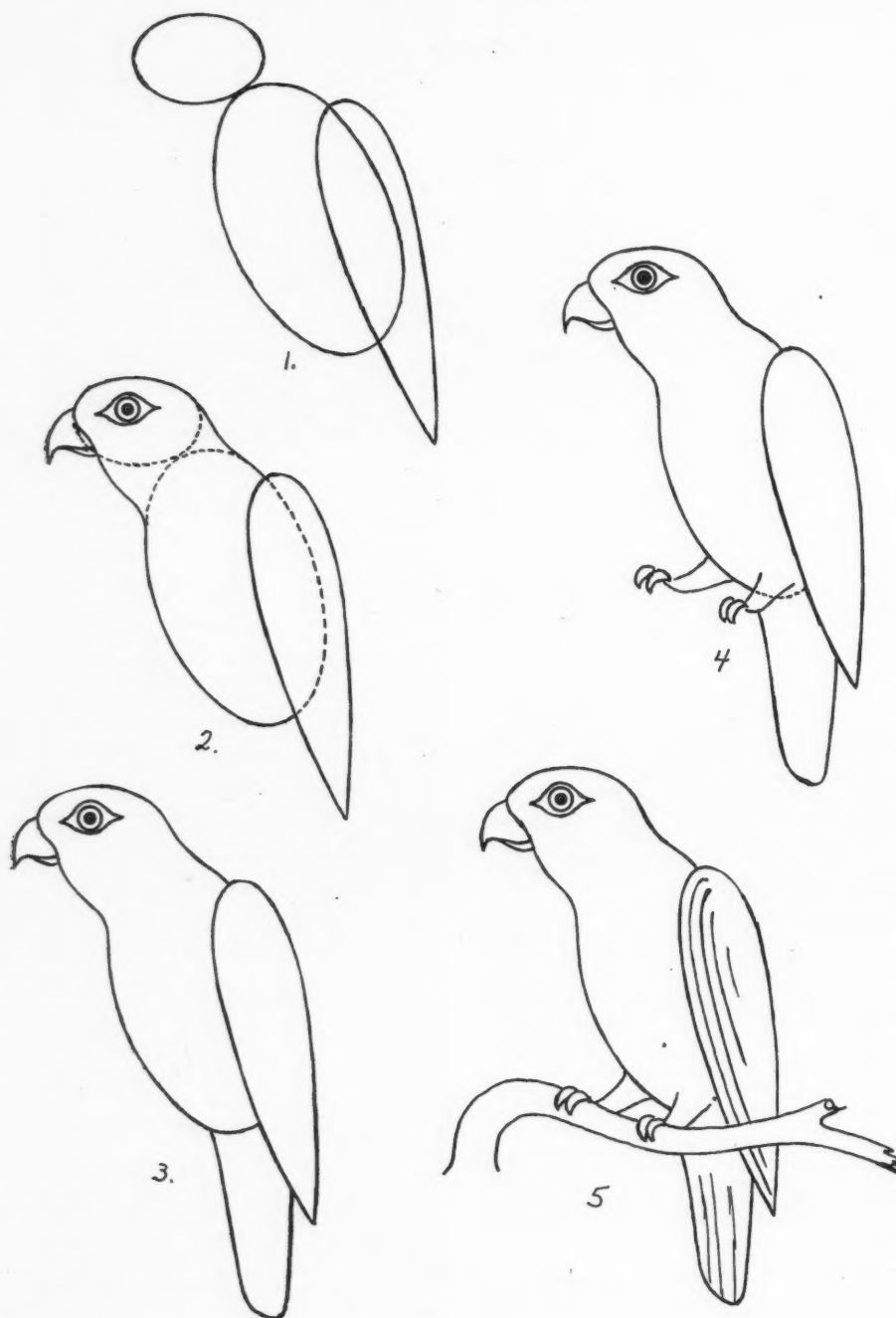
Verse by Margaret E. Schoeverling*

Drawing by William F. Schoeverling

Parrots are the strangest birds —
They learn to speak all kinds of words.

*P. O. Box 203, Oconomowoc, Wis.

"Polly wants a cracker," you sometimes
hear them say,
And often they squawk in the funniest
way.



They're easy to draw, if you do it right.
Take a pencil now — it's easy quite.

1.

First an oval short, then an oval long,
And a pointed wing — he will be quite
strong.

2.

Now shape his head, make his strong,
hard beak,
Draw a blinky eye, through which he'll
peek.

3.

Now if you'll add his tail of green —
A finer parrot you've never seen!

4.

Draw his sturdy feet — we're almost
through!
Polly Parrot is staring at you!

5.

Feather his wings; make a good, strong
bough
For Polly to sit on — just look there now!

You may color him yellow, and green,
and red;
And listen — what was it that Polly just
said?

"Dear me," Polly said, "How do you do?"
"We're fine!" we answer. "And how are
you?"

EDUCATION AND ATOMIC RESEARCH

In the classroom and laboratory we see in atomic science no Frankenstein, created by man for his own annihilation, but the triumph of a creature's mind in discovering the endless variety and magnificent power of his Creator. Through history, literature, and philosophy and through every year of Fordham education, we endeavor to find in divine revelation not a barrier to intellectual freedom, but a beacon light piercing the darkness that surrounds us all and a guiding star by which we may set our course toward the truth, which is God Himself. — Rev. Laurence G. McGinley, S.J., president of Fordham University.

Editor's Note: The quotation above is on the first page of a selective bibliography on *Educational Effects and Implications of Atomic Energy in the Social Sciences*, compiled by Dr. L. Cornelius Longarzo, chairman of the religious and welfare committee of the New York Committee on Atomic Information.

One of the articles mentioned in the bibliography is found in the *American Catholic Sociological Review*, March, 1949: "Catholic Education as a Factor in Catholic Opinion," by Rev. Thomas C. Harte, C.Ss.R., The quotation states: "On questions pertaining to the atom bomb . . . no evidence was uncovered which would indicate any significant correlation between Catholic education and the moral awareness of respondents . . . low ratings on the atom bomb may be related to the absence of formal instruction."

There Is An RCA Sound System That Meets The Needs Of Your School

Standard Single Channel System

Here's a handsome low-cost Single Channel Program Console that distributes selected programs or administrative announcements to any or all locations equipped with loudspeakers in the school or grounds. Superb value, an exceptional buy for the medium-size elementary or junior high school working on a limited budget.

- 20 room or zone distribution switches with provision for installation of up to 20 more.
- 5 input circuits permit program pickup from any location.

- Built-in de luxe RCA radio with AM, FM and short-wave reception.
- Volume indicator meter.
- Provision for attaching separate record player or transcription turntable.

- Talk-back or two-way communication feature (optional equipment).
- Master emergency switch.



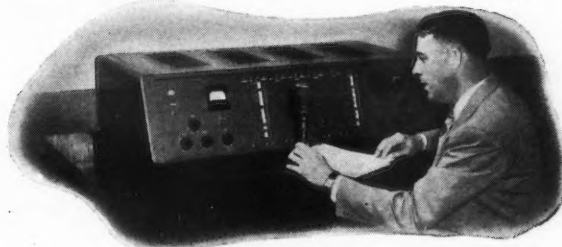
Standard Dual Channel System

Administrators, supervisors, teachers and the student body use this Dual Channel Program Console for a variety of instructive purposes and for administrative control. Provides for the distribution of teaching programs or announcements to selected classrooms over one channel while the second channel simultaneously permits intercommunication or distribution of an additional program to other classrooms or areas in the school or grounds. Priced within the budget of high, junior high or the larger elementary schools.

- 9 input circuits provide numerous possibilities for program pickups from radio, phonograph and microphones in auditorium and elsewhere.
- Volume indicator meter.

- Switches control loudspeakers for 20 to 60 classrooms or areas.
- Provision for attaching separate record player, transcription turntable and radio tuner.

- 2 high-quality 25-watt amplifiers.
- Two-way communication between classrooms and console.
- Master emergency switch.



De Luxe Dual Channel Equipment

Provides complete audio facilities for the larger high schools and colleges. Dual channel services for administrative broadcasts . . . teaching programs . . . radio listening . . . in-school program originations . . . record and transcription reproduction . . . independent two-way intercommunication (optional), unit-built from standardized frames and panels to allow numerous combinations of basic units. Gives you the advantage of a "custom-made" sound system within the price range of regular production equipment.

- De luxe studio-type control console.
- Individual loudspeaker selection for up to 120 rooms or areas.
- Provision for at least 10 program input circuits if desired.

- AM, FM and short-wave tuner (optional).
- Transcription or record player (optional).

- Master emergency switch.
- Provision for expansion or other features as required.
- Intercommunication (optional).



Whatever your requirements might be for a sound system for your school, RCA will be glad to help you select the correct system. See your RCA Sound Products Distributor, or write to: RCA Sound Products, Dept. 21A.



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Audio-Visual Aids: A Cooperative Service

Evaluation of Audio-Visual Aids

George E. Vander Beke, Ph.D.* Compiler

THE following evaluations are the judgments of teachers forming a National Committee sponsored by THE CATHOLIC SCHOOL JOURNAL. It is hoped that this service will provide the Catholic schools with a list of suitable materials in the field of audio-visual educational aids. These appraisals are the findings of the teachers reporting them and it is assumed that the ratings given are influenced by subjective factors found in any rating system. The use of the P (poor) rating will be subject to review by the compiler of these evaluations.

X. Right-at-the-Start

16mm. Sound. Six reels of 10 minutes each. Royal Typewriter Co., 2 Park Ave., New York 16, N. Y. Black and white.

Contents. These films represent a planned course in basic typing. They are arranged in 19 sequences for intermittent projection during the first 10 or 15 class sessions. Included in the film are demonstrations showing the correct use of the major operative parts of the typewriter, a series of location drills, and a motivation narrative. Special camera effects are employed during the drills. These are designed to aid the memory and the attention of pupils. The drills were planned to develop kinesthetic control of the keyboard and to instruct in correct stroking methods during each drill the student types along with the screen demonstrator, in a darkened room. Each letter or character to be typed is called by the teacher-narrator.

Appraisal. A film based upon extensive research by specialists in the field. The primary aim is to help the pupils to help themselves during the beginning stages of instruction by introducing to them those parts of the machine and keyboard most frequently used. The film does not enter the areas of finger facility, accuracy, sustained speed or timed work.

Utilization. For classes in typing.

X. The Living Forest Series

16mm. Sound. Three reels of 11 minutes each. Encyclopaedia Britannica Films, Wilmette, Ill. Color.

The Forest Grows. Contents. The forest as a living, changing, ever developing community of trees. The giant Sequoias. The effect of climate and geography on the growth of different types of forest communities. Animated drawings depict how the increase in altitude on a mountainside affects the temperature and rainfall of the ascending slope and this helps determine the variety of trees growing there. The growth and development of a typical New England forest.

The Forest Produces. Contents. A description of the forest's three gifts to mankind: timber, water, and areas of beauty for recreation and enjoyment. The movement of logs to the saw-mills. The production of houses, newspapers, books, telephone poles, lead pencils, etc. A demonstration of how trees and forest plans help mountains store water and regulate its flow. The forest as a place of beauty and relaxation for people from every part of the land.

Forest Conservation. Contents. The need for careful conservation of America's forest resources.

Lumbering operations call attention to the fact that timber is a crop to be cared for at all times and to be harvested at regular intervals. The waste of wood by being broken, burned, left to rot, or made into useless products. Animated drawings then depict the alarming shrinkage of our forest resources of saw timber and the increasing demand for it. The cutover land which has lost the roots and leaves that protected its soil and absorbed the rain. Sectional lumbering, reforestation, proper spacing of trees, and thinning of a stand of trees as scientific methods of forest care.

Appraisal. These are well-planned films. The photography is beautiful.

Utilization. For junior and senior high school classes in general science, social studies, and agriculture.

X. How to Keep a Job

16mm. Sound. 11 minutes. Coronet Films, Coronet Bldg., Chicago 1, Ill. Color and black and white.

Contents. This picture carries an important

THE RATING CODE

(X) An excellent device, closely related to teaching needs, one that will be continually useful.

(G) A good device, one that may be used, but generally supplementary in nature.

(P) A poor device, one that would have little or no value in teaching. Distorted facts are included.

The Committee will not approve any films dealing with faith, morals, or religion which have not been approved by the proper ecclesiastical authorities at the time of production.

theme. Job success is dependent upon more than a wise selection of vocation, more than the right attitude toward work itself, more than the wise selection of a particular position. Although all of these are important, job success means getting along with fellow workers, conduct of work, attitude toward company, and several other factors which this film explains vividly in the context of a fascinating story.

Appraisal. This film will bring home to our students the importance of considering the welfare of the other people in the offices, shops, and factories where workers are together.

Utilization. In senior high school in guidance work.

Fight
Infantile
Paralysis

JOIN
THE MARCH OF
DIMES

THE NATIONAL FOUNDATION FOR INFANTILE PARALYSIS

X. Sharing Work at Home

16mm. Sound. 11 minutes. Coronet Films, Coronet Bldg., Chicago 1, Ill. Color and black and white.

Contents. The co-operation of the members in the family group to promote happiness.

Appraisal. A fine medium to promote discussions about family relations.

Utilization. In home economics, language art, social studies classes in high school.

X. Charles Dickens

16mm. Sound. 11 minutes. Coronet Films, Coronet Bldg., Chicago 1, Ill. Color and black and white.

Contents. The world of fiction that Charles Dickens created is the world we explore in this fascinating film. First to London . . . for Dickens and London are inseparable . . . to visit the house on Doughty Street where he wrote *Oliver Twist*, and to see the original manuscripts. We become familiar with the settings of *Pickwick Papers*, *Great Expectations*, and *David Copperfield*, and as we listen to some of the immortal lines we can almost see the characters before us as they live in the pages of his classics. Every student should have the opportunity to make this inspiring film pilgrimage.

Appraisal. Will develop fine appreciation for literature.

Utilization. In high schools and colleges.

X. Are You a Good Citizen?

16mm. Sound. 11 minutes. Coronet Films, Coronet Bldg., Chicago 1, Ill. Color and black and white.

Contents. Mr. Heineman has just been chosen to preside over the "Citizenship Day" celebration. And in this ever timely film story we discover why he is considered such a good citizen . . . we are introduced to a check list of good citizenship essentials . . . learn a new appreciation of the role of democratic institutions in our way of life. This film will challenge every viewer to check upon his own citizenship rating.

Appraisal. A very good means of showing the practical phases of citizenship.

Utilization. For junior and senior high school. Also for adult groups.

X. Your Family Budget

16mm. Sound. 11 minutes. Coronet Films, Coronet Bldg., Chicago 1, Ill. Color and black and white.

Contents. Who makes up a family budget? How is a family budget operated? If well planned and well operated, does a family budget contribute family well-being and happy relations? These and other important questions about the subject are answered in this picture. The budget, methods of preparation, and values of budgets were carefully planned and checked. Use this picture in the many different classes in which family budgets are studied.

Appraisal. A valuable tool in preparing the students to meet the problems of financial planning.

Utilization. In junior and senior high school classes, in business, consumer education, social studies, and home economics.

Missioners Meet at Maryknoll

Leaders of 28 communities met at Maryknoll, N. Y., recently for a "consultation conference on the work of the missions in education and social action." Discussions were held on new phases of mission work in the light of the vast complex of agencies and activities, largely branching out from the United Nations, that has developed since the war in the educational, social, and other fields. A score of experts in various phases of the new activities addressed the 50 bishops, priests, and religious present.

for school floors



Floor of MFMA Northern Hard Maple in the Jericho, Long Island, N. Y. Grade School. Architect, Howard S. Patterson, New York. Photograph, courtesy Anemostat Corp. of America, New York.

that are brighter, longer lasting, *truly resilient* NORTHERN HARD MAPLE

Fortunate indeed, if your plans for long-needed school construction are maturing now, when Northern Hard Maple Flooring is once more available in abundance! Today you can specify this favorite school floor material freely, throughout your new school from gymnasium to cloakrooms.

Tough, tight-grained, clean, Hard Maple, so happily *modern* in its cheerful brightness, so truly resilient, fights the scuffs and scampers of generations of active feet! How well it meets the highest architectural standards for endurance, never-splintering smoothness, easy finishing and low-cost maintenance! How well it has earned its nation-wide esteem as the finest floor for schools that Nature or Science has produced!

ANOTHER ECONOMY! Without sacrifice of wear or strength factors, you can specify **MFMA** Second Grade Maple Flooring at a substantial saving. The varying shadings allowable in Second Grade, by **MFMA** strict grading regulations, add beauty and interest. In severest service—classrooms, gymnasiums, auditoriums, shops, cafeterias, corridors, offices—it will endure as long as your building. Remember, "there's always a new floor underneath" with Northern Hard Maple . . . and resurfacing is so simple.

Ask your architect about **MFMA** (trade-marked) Northern Hard Maple in strips or patterned designs. See Sweet's, Section 13/g/6 for catalog data. Write us for list of approved floor finishing products and information on the economical use of Second and Third grades of **MFMA** flooring, for schools.



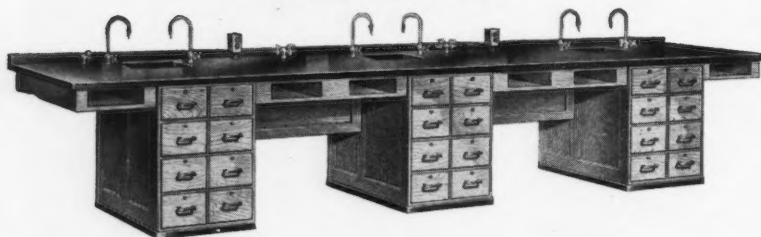
MAPLE FLOORING MANUFACTURERS ASSOCIATION

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BEECH AND BIRCH

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Kewaunee Laboratory Furniture

• There are two reasons why Kewaunee Laboratory Furniture rates top honors in so many of America's finest schools. First, because Kewaunee units are custom-engineered to fit science laboratory requirements. Second, they are mass-produced to fit school budgets!

Specially designed to stand up under hard school use, Kewaunee Furniture provides maximum working efficiency and time-saving convenience. And the new Kewaunee Laboratory Furniture is more rugged than ever! Door and drawer suspensions are extra strong. Metal parts are Bonderized for maximum resistance to chipping, rusting and corrosion. KemROCK working surfaces are resistant to the action of acids, alkalies and solvents . . . will not fracture under ordinary physical shock.

Put Kewaunee Laboratory Furniture to work in *your* labs! You, too, will give it credit for easing *your* teaching load. Meantime, write for your free copy of Kewaunee's catalog of Laboratory Furniture. Address:—

EDUCATIONAL DIVISION



Catholic Education News

AD MULTOS ANNOS

Celebrates Golden Anniversary

BROTHER MAXIMUS, C.S.C., is celebrating his golden anniversary as a professed religious of the Congregation of Holy Cross. He is teacher of Latin and Polish at Holy Trinity High School, Chicago.

Abbot Pennings' 70th Anniversary

RT. REV. ABBOT BERNARD H. PENNINGS, O.P.A.E.M., president of St. Norbert College, celebrated the 70th anniversary of his entrance into the Norbertine order recently. Abbot Pennings reached his 88th birthday this year and is, as far as is known, the third oldest member of the order

in the world today. He came to America in 1893 from his native Holland and established the Norbertine order in this country. In 1898 he founded St. Norbert college and has been president since its establishment. He was made an Abbot in 1925, has received several Papal honors, and was awarded an honorary doctor of law's degree from Marquette University in 1937.

Duquesne Dean's 25th Year

DR. ALFRED B. WRIGHT, dean of the school of business administration at Duquesne University, Pittsburgh, Pa., celebrated his 25th year at Duquesne on October 8, 1949.

Christian Brother's 50th Year

A special celebration marking his 50th anniversary in the Institute of the Christian Brothers was held recently for BROTHER ELIAS at Ammendale, Md., the mother house of the province. Brother Elias, who was a member of the faculty

at West Cathedral High School, Philadelphia, for Boys for 15 years, spent 36 of his 50 years as a religious in schools of the Philadelphia Archdiocese. Because of his outstanding executive ability, Brother Elias has spent almost half of his 50 years as director of the various institutions with which he has been associated.

Sister Mary Edith's, Silver Jubilee

The Silver Jubilee of SISTER MARY EDITH as a member of the community of Sisters of Saint Joseph, was observed recently in the chapel of St. Joseph Convent, mother house of the congregation, in St. Augustine, Fla., with a high Mass celebrated by Rev. John W. Love, J.C.L., administrator of Cathedral parish and vice-chancellor of the diocese.

Felician Sisters' Diamond Jubilee

The FELICIAN SISTERS celebrated the diamond jubilee of their coming to America at the mother house in Chicago on November 21, 1949. Bishop William E. Cousins pontificated at the solemn Mass of thanksgiving.

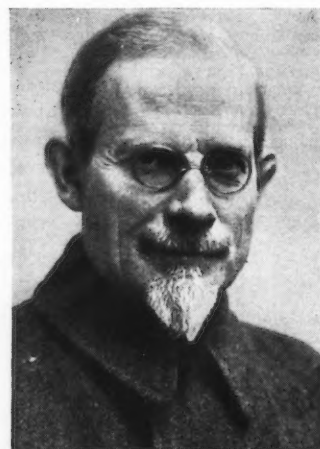
HONORS AND APPOINTMENTS

New Diocesan Superintendent

VERY REV. GEORGE M. RICE, rector of St. Francis Junior Seminary at El Cajon, Calif., is the new superintendent of schools for the Diocese of San Diego, Calif. Father Rice succeeds VERY REV. FRANKLIN HURD, who is rector of Mary Immaculate Senior Seminary at El Cajon.

Catholic Poet Leaders

The Catholic Poetry Society of America recently elected THEODORE MAYNARD, historian, biographer, and author, its president for 1950-51. THOMAS MERTON (Father Louis), Trappist poet and author of *Seven Storey Mountain*, was named vice-president.



Theodore Maynard, new president of the Catholic Poetry Society.

Honor to Architects

Eggers and Higgins, architects, New York City, received the Certificate of Merit from the New York State Association of Architects for its work in designing Le Moyne College, the new Jesuit school at Syracuse, N. Y.

President of King's College

VERY REV. JOHN J. LANE, C.S.C., former dean, is the new president of King's College, Wilkes-Barre, Pa. In July he succeeded VERY REV. JAMES W. CONNERTON, C.S.C., who was president since the opening of the college in 1946. Father Connerton now devotes full time to the duties of vice-provincial of the Eastern Province of Holy Cross priests with his headquarters at Wilkes-Barre.

(Continued on page 16A)



THE STUDY-TOP chairs in all Wildwood, N. J. Catholic High School rooms are Heywood-Wakefield model S 501 STBR, with a convenient book rack at the side. Like all Heywood-Wakefield school units these are sturdily constructed of lightweight, welded tubular steel, and designed for comfort and correct posture. The ease with which these units may be moved about to suit changing classroom needs assures a full measure of long, satisfactory service.

Write for our new illustrated brochure showing all Heywood-Wakefield tubular steel School Furniture and Auditorium Chairs. Heywood-Wakefield, School Furniture Division, Menominee, Michigan.

Heywood-Wakefield model TC 602 seats are used in the 568-seat auditorium.

Tubular Steel Furniture Installed Throughout

WILDWOOD CATHOLIC
HIGH SCHOOL



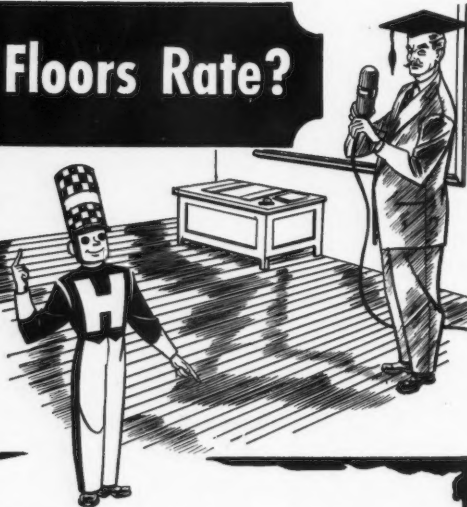
This modern Wildwood, N. J. Catholic High School was designed by Gleeson & Mulroony of Philadelphia. The installation of classroom and auditorium units was arranged through Walter Reed, Heywood-Wakefield Company, One Park Avenue, New York 16, N. Y.



How Do Your Floors Rate?

Hillyard's QUIZ ON SCHOOL FLOOR MAINTENANCE

Here are 6 questions often asked our expert floor "Maintainers." Check through this quiz . . . see if your floors are being maintained properly.



1. What should I use to clean traffic marks, dirt and grime from floors, walls, woodwork . . . safely and thoroughly?

ANSWER: Hillyard Super Shine-All

An all-purpose, neutral chemical cleaner. Cleans, protects in one easy application. No rinsing. Underwriters' approved.

2. What is your best anti-slip treatment for protecting school floors from heavy traffic?

ANSWER: Hillyard Hilco-Lustre

A slip-resistant floor renewer. Leaves hard, glossy finish. Not a wax but self-polishing top coat. Approved by U/L as "Anti-Slip."

3. I need a tough, anti-slip finish for my gym floor. What is universally used?

ANSWER: Hillyard Star Gym Finish

Created especially for gyms. Does not darken floor. No glare. Non-skid footing. Choice of 15,000 gyms. Makes excellent dancing surface.

4. What is the best product for removing old varnish or paint from desks and floors without fire hazard?

ANSWER: Hillyard Kurl-Off

Zips off old paint and varnish with ease. Non-inflammable . . . Does not raise grain or darken surface . . . absolutely safe for any job.

5. Is there a liquid wax that will give my school floors a long-lasting sheen, but keep them safe for the youngsters?

ANSWER: Hillyard Hil-Brite

A liquid wax, easy to apply. Dries bright with slip-resistant finish without buffing or polishing. Flooring manufacturers approve . . . U/L say it is "Anti-Slip."

6. What easy, economical dressing can I use daily to keep school floors looking nice?

ANSWER: Hillyard Hil-Tone

A compounded dressing, unsurpassed for daily maintenance of varnished, waxed, sealed or finished floors.

HILLYARD PRODUCTS: Always the Correct Answer To Your School Floor Problems



Call, write or wire for the name of your nearest Hillyard "Maintainer"

St. Joseph, Missouri, U. S. A.

Catholic Education News

(Continued from page 14A)

Boston Librarian Named

THOMAS V. REINERS of Brookline, Mass., has been named assistant librarian at Boston College. Mr. Reiners, a former head of the technical processes department of the Cardinal Hayes library at Manhattan College, holds degrees from Fordham College, Columbia University, and St. John's University.

New Head at St. Leonard's

St. Leonard's Academy, the only boy's commercial high school in the Archdiocese of New York started its 70th year of service to Catholic youth last fall under the guidance of a new

principal, BROTHER PAUL, O.S.F., former principal of Our Lady of Lourdes school, Brooklyn. He succeeds BROTHER BONAVENTURE, O.S.F., who has been elected assistant superior general for the order. Young men at St. Leonard's receive a specialized business training geared to fit them for immediate occupancy in the business world upon graduation, or further study in the field.

Father Huot Heads U. S., Australia Province

REV. ROLAND HUOT has been appointed head of the American Province of the Blessed Sacrament Fathers, which includes Australia. Father Huot has been director of students at the Blessed Sacrament Father's seminary in Cleveland, Ohio, for the past five years.

Redemptorist Named Editor

REV. ARMAND SAVARD, C.Ss.R., former professor at the Redemptorist Juniorate, has been named editor of the *Annals of St. Anne de Beaupre*,

official publication of the internationally known shrine.

Magnificat Medal

Mundelein College, Chicago, has awarded its 1949 Magnificat Medal to Mrs. MARY BLAKE FINAN, a Chicago social worker who has been fighting juvenile delinquency for three decades.

The Medal award was established in 1947 to honor an alumna of a Catholic college who has enriched Christian social living by the character of her life and her contributions to society.

Mrs. Finan is a graduate of Clarke College, Dubuque, Iowa, and received her master's degree from Loyola University, Chicago. In 1943, Clarke College conferred on her the honorary LL.D., the first honorary degree offered by the college.



*Mrs. Mary Blake Finan
who received the 1949
Magnificat Medal.*

Father Laurion Teaches at Annhurst

REV. HENRY E. LAURION, former chaplain at the Daughters of the Holy Ghost Provincial House, Putnam, Conn., is now a part-time professor of religion and history at Annhurst College. Father Laurion instructs postulants who are enrolled in the Diocesan Teacher's College, a branch of which is centered at Annhurst.

La Salle Graduate Appointed to ISS

JAMES T. HARRIS, an honor graduate of La Salle College, Philadelphia, has been appointed the American senior secretary of the International Students' Service in Geneva, Switzerland. Harris, who just finished a term as the president of the National Student Association, is the first negro to hold the position. The ISS is chiefly interested in the development of intercultural understanding among students in the 39 member countries, but relief work is also primary in the organization. The latter takes two forms—material relief, in the form of textbooks, food, money, clothing, etc., and intellectual relief in the form of faculty members. Harris was appointed on the basis of his able administration as president of the NSA. He has his own three-point program in addition to the duties of his office. He wishes to develop a stronger working group in the U. S. for greater support of the ISS, to help develop, through ISS assistance, better methods of research and research technique and make this information more available internationally, and to affect a closer relation between the students in the western world and those in southeast Asia, Africa, and Latin America, who, he believes, are at present isolated from the main stream of student thought and action.

Instructor at St. Thomas Ex-Diplomat

MARIAN W. HEITZMAN, PH.D., has joined the faculty of St. Thomas College, St. Paul, Minn. Dr. Heitzman, formerly chairman of the history department at the University of

(Continued on page 19A)

Catholic Education News

(Continued from page 16A)

Cracow, Poland, served on the staff of Gen. Sikorski's Polish army in exile in France, and when diplomatic relations between Poland and the Soviet Union were resumed in 1941 went to Moscow as a member of the Polish embassy. He traveled widely as the ambassador's delegate for social assistance, and in 1942 was arrested by the NKVD for alleged espionage. After being returned to London he served the Polish Ministry of National Defense and the Polish Resettlement Corps and in 1948 received a fellowship award for study in Canada.

Catholic Action Medal to Bruce M. Mohler

BRUCE M. MOHLER, director of the Bureau of Immigration of the National Catholic Welfare Conference, has been named recipient of the Catholic Action Medal for 1949, according to an announcement by Very Rev. Juvenal Lalor, O.F.M., president of St. Bonaventure College, by which institution the medal is conferred.



Bruce M. Mohler who received the Catholic Action Medal for 1949.

Mr. Mohler, a native of Fremont Ohio, is probably the best informed Catholic in the U. S. in regard to immigration. During World War I, he served overseas with the American Red Cross and at the end of hostilities was named a member of the American Mission to Poland under the American Relief Administration (Hoover Relief Program). He was decorated by the Polish government upon completion of this service.

In December, 1920, Mr. Mohler became associated with the National Catholic Welfare Conference and organized the present Bureau of Immigration. When World War II broke out, he became one of the first to go to Europe for War Relief Services.

As head of the Bureau of Immigration, he has been the principal one through whom bishops and priests have arranged for the immigration of priests, religious, and Catholic laity to the United States.

Father Connell, Dean of Theology, at C.U.

VERY REV. FRANCIS J. CONNELL, C.S.S.R., has been made dean of the school of sacred theology of the Catholic University of America. He came to Catholic University in 1940, and in August, 1945, was made superior of the Holy Redeemer College, an affiliate of the University. Born in Boston, Father Connell attended Boston Latin School and Boston College. After graduation he entered the Redemptorist Congregation and studied at the Redemptorist Seminary in Esopus, N. Y. He was ordained in 1913 and took his post-graduate work in Rome, receiving his S.T.D. from the Pontifical University of the Angelico. Returning to this country he was professor of

dogmatic theology in the Seminary as Esopus for 22 years. Since 1940 he has been professor of moral theology at the Catholic University of America.

Father Russell Head of Religious Education at C.U.

REV. DR. WILLIAM H. RUSSELL, who has been an instructor of religion at the Catholic University of America, is now the head of the Department of Religious Education. Father Russell received his doctorate at the Catholic University in 1934.

Father Strittmatter Blessed as Coadjutor

RT. REV. DENIS OMER STRITTMATTER, O.S.B., D.D., was solemnly blessed as coadjutor archabbott of St. Vincent Archabbey at Latrobe, Pa., by Most Rev. John Francis Dearden, S.T.D., titular bishop of Sarepta and coadjutor bishop of Pittsburgh recently in St. Vincent Archabbey Church.

Archabbott Strittmatter, who will have the right of succession to Archabbott Koch, was chosen to head the 103-year-old Benedictine monastery at solemn electoral sessions conducted here on September 7-8 in which nearly 200 Benedictine monks from all parts of the United States participated. He received official confirmation of his election from the Holy See on September 14, 1949 and was installed canonically on the following day as coadjutor archabbott of St. Vincent with full jurisdiction.

An Outstanding Honor

REV. JAMES F. McDERMOTT, S.J., who is 82 years old, blessed the cornerstone of a new building at St. Peter's College, Jersey City, N. J., on October 28. The new building is being dedicated in honor of Father McDermott, a former rector of the college.

(Continued on page 20A)

Presenting

ARITHMETIC READINESS CARDS

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Catholic Education News

(Continued from page 19A)

REQUIESCANT IN PACE

● **EDWARD A. LEY, S.M.**, 86, died in Honolulu recently after 66 years of service in the Hawaiian Islands. He was one of the band of 13 missionary Marianists who went to Hawaii in 1883 to take over the administration of St. Louis College, and until 1946 was actively engaged in the work of that school.

● **VERY REV. JOHN T. O'MAHONEY, 72**, former head of the Order of the Clerics of St. Viators in the Chicago Archdiocese and founder and first president of the National Catholic Educational Association, died November 6, 1949.

● **REV. CHARLES J. MULLALY, S.J.**, spiritual director of scholastics at St. Isaac Jogues Novitiate, Wernersville, Pa., died, October 28, at the age of 72. Father Mullaly observed his 50th year as a Jesuit in August, 1945. For nearly 25 years he was editor of the *Messenger of the Sacred Heart* and for 13 years was superior of Kohlmann Hall, the provincial residence. Since 1928, he has been a member of the board of trustees of Fordham University.

● **SISTER M. ADOLPHE MARTIN**, a member of the Sisters of St. Joseph died recently at the Convent of Mary Immaculate, West Hartford, Conn., after a long illness. A native of France, Sister M. Adolphe came to this country 40 years ago.

● **SISTER PLACIDUS**, a member of the Sisters of Mercy, died recently following a long illness. She had spent her 46 years as a religious at St. Xavier's, Mount Mercy Academy, and Mercy

Hospital in Philadelphia. Sister Placidus came to this country from County Mayo, Ireland. She entered the order in 1903, and was professed in 1906.

● **REV. GEORGE J. BRUNNER, S.J.**, St. Louis University seismologist, died on November 22 in St. Louis. Father Brunner was noted for his research work on deep earthquakes. He was the author of the Brunner chart for determining depth, distance, sway, and time of occurrence of an earthquake from the records of a single seismological station. Father Brunner was 67 years old and had been a member of the university faculty since 1931.

● **MOTHER M. GENEVIEVE, 84**, died recently after 59 years a member of the Roman Union of the Order of St. Ursula, Santa Rosa, Calif.

● **MOTHER HILDEGARDE CAMPDONICO**, mother general of the Congregation of the Missionary Zealotrics of the Sacred Heart died recently at the mother house in Rome, Italy. A Bostonian by birth, Mother Hildegard spent 45 years as a religious. She spent her last 17 years governing the congregation, first as assistant mother provincial and then as mother provincial.

S.S.N.D. Superior

Mother M. Fidelis, S.S.N.D., commissary general of the School Sisters of Notre Dame in America since 1941, died at the mother house in Milwaukee, Wis., after two years of illness.

His excellency Archbishop Kiley presided at the pontifical requiem Mass celebrated in St. John's Cathedral, Milwaukee, November 29, by Bishop Meyer of Superior. Auxiliary Bishop Grellinger of Green Bay preached the sermon. Interment was in the Sisters' cemetery at Elm Grove, Wis.

Mother Fidelis was the sixth successor to Mother Caroline, foundress of the congregation in the United States which numbers 6000 Sisters, conducting 487 schools, enrolling more than 157,000 children. She was coauthor with her sister, Sister M. Charitas, S.S.N.D., of *The Character Calendar*, published in 1930 and used in many classrooms.

NO CRAYON DRAWING CONTEST

In the September, 1949, issue of THE CATHOLIC SCHOOL JOURNAL there appeared by mistake, an announcement that the Milton Bradley Co. was sponsoring a Crayon Drawing Competition for children of the grade schools. The editors have been informed that this company has not arranged for any such contest during the present year.

PUBLIC SCHOOL RELATIONS

Education Council Report

DR. GEORGE F. ZOOK, president of the American Council on Education made his annual report to the Council recently. Dr. Zook is considered a representative of both public and private schools. In his report he stated:

"Congress can, and, in my opinion, should make funds available to assist pupils whether enrolled in public or private schools, in the matter of school lunches, transportation, non-religious textbooks, and health services.

"... Much of the confusion relative to federal aid to education arises over provisions in several of the bills permitting or requiring the states to use a part of the funds for one or more so-called auxiliary services to assist pupils enrolled in both public and private schools.

"... Some years ago, the Supreme Court unanimously decided that the use of public funds for the purchase of non-religious textbooks for pupils in non-public schools was permissible. A few years ago, a similar decision was rendered with respect to the use of public school funds to pay for the transportation of pupils to private schools as well as to public schools.

"It is well known that during the recent war, and since, many millions of dollars of federal money have been appropriated for the school lunch program in both public and private

(Continued on page 22A)

Typing Authorities Heartily Welcome

ROYAL'S NEW SCHOOL FILM, "RIGHT—AT THE START"



Says Dr. Jessie L. Graham, Supervisor of Business Education, Los Angeles City Board of Education, "I am sure that if a set of these films could be kept in each typewriting room and used as intended, the pupil would get the right start.

"In my opinion, this is a valuable supplementary aid to the teaching of beginning typewriting."



Says Dr. Dorothy H. Veon, Executive Officer, Department of Secretarial Studies, George Washington University, Washington, D. C., "The new Royal school film, 'Right—at the Start,' is an excellent teaching and learning device. It is a classroom visual aid that will stimulate the interest of students and will hasten their progress in mastering initial typing techniques."



Says Miss Ivy A. Monk, Assistant Professor of Typewriting and Office Practice, Drexel Institute of Technology, Philadelphia, "This is to express our thanks in behalf of the teachers and students of the Typewriting Department for the use of your splendid Typewriting Film, 'Right—at the Start'... the film is a Masterpiece!"

You will want to use this effective, dynamic teaching aid as soon as possible. Because of its wide acceptance, "Right—at the Start" should be booked promptly.

This supplementary teaching aid (16 mm., b&w, sound, 6 reels) speeds up learning, reduces the strain of teaching, puts enjoyment into learning, and is the first film to present step by step the process of teaching initial typing techniques.

SEND IN COUPON NOW!

ROYAL TYPEWRITER CO., INC.

2 Park Ave., Dept. 5A-3, New York 17, N. Y.

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I wish to rent "Right—at the Start," \$18.75 for 3 weeks beginning..... Rental cost may be applied to purchase price if prints are ordered immediately after rental.

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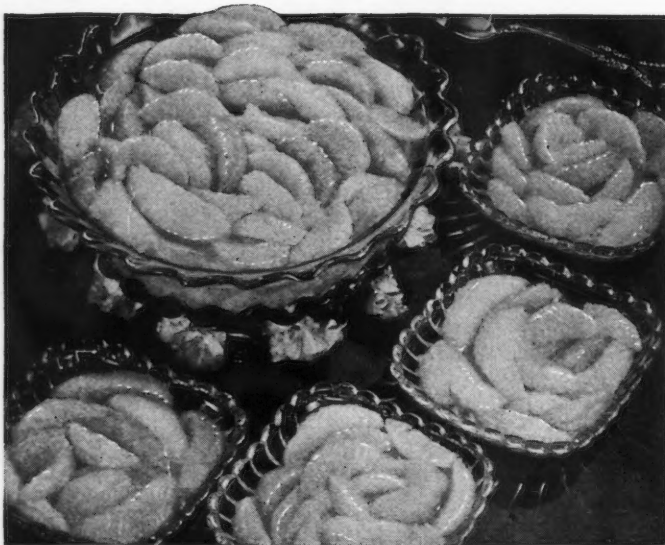
I wish to purchase "Right—at the Start" for \$99.68.

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Sure winners!

You can't serve plumper, more flavorful, more vitamin-packed grapefruit segments than these—sun

ripened in the Rio Grande Valley . . . picked and packed by us especially for your table. The Sexton label assures you the most of the finest . . . every can brimming full.

JOHN SEXTON & CO., 1950



Catholic Education News

(Continued from page 20A)

schools. No one doubts but that health services should be equally available to both public and non-public schools."

Poll Favors Parochial Schools

The *Minneapolis Sunday Tribune* recently published the results of a poll of its readers concerning federal aid to parochial schools in the form of bus rides and health and welfare services. More than half of the people polled put in the following manner:

"Some people feel that children who attend parochial schools—that is, schools operated by church or religious groups—should share in any

federal money provided for things like health care, school lunches, and bus transportation, along with children in public schools. How do you feel about that—do you agree with them or disagree?"

Fifty-two per cent agreed, 39 per cent disagreed, 6 per cent had no opinion, and 3 per cent qualified their answers.

EDUCATIONAL MEETINGS

Business Education Meeting

The eastern unit of the Catholic Business Education Association held its annual Regional Meeting on Friday, November 25, at St. Jean Baptiste High School, East 76 Street, New York City, under the general chairmanship of Sister Charles, C.N.D. Business education teachers in colleges and high schools and students in the business education and economics departments of colleges and universities attended this meeting. Dr. M.

Herbert Freeman, head of the business department of the New Jersey State Teachers College addressed the group on *Latest Trends in Basic Business*.

The C.E.A. of Pa.

The 28th annual state convention of the Catholic Educational Association of Pennsylvania was held at Wilkes-Barre, October 20-22.

Subjects for discussion in the elementary school department included: phonics, Catholic social studies, music, guidance, English, and religion.

Secondary subjects discussed were: general education, social studies, extracurricular activities in science, guidance, English, student activities, administration.

The college department had for its general theme: Current Problems in Higher Education.

Officers of the C.E.A.P. are: president, Rev. George A. Harcar, C.S.Sp., Duquesne University; vice-president, Brother John J. Maker, Supt. of Schools, Scranton; secretary, Brother E. Anthony, F.S.C., Catholic Central High School, Pittsburgh; treasurer, Rev. Henry Huesman, principal, Central Catholic High School, Allentown.

Institute in Buffalo

The ninth annual teachers' institute was conducted by the department of education of the Diocese of Buffalo, October 13-14.

The theme of the institute, "Americana," was set forth in the opening address by Most Rev. Joseph A. Burke, auxiliary bishop of Buffalo. Rt. Rev. Msgr. Frederick G. Hochwalt, Ph.D., secretary general of the N.C.W.C., discussed "The Teacher and Public Relations." Rev. Charles V. Boyle, M.A., associate superintendent of schools of the Diocese of Rochester, presented a paper on "The Democratic Administration of an Elementary School."

A panel was held on the new course in social studies and a physician discussed "Teacher Participation in the School Health Program."

"Social Studies in Catholic High Schools" was discussed by Very Rev. Msgr. Sylvester J. Hobbel, M.A., director of schools for the Diocese of Buffalo.

Rt. Rev. Carroll F. Deady, Ph.D., superintendent of schools of the Archdiocese of Detroit addressed a general session. The title of his paper was "An Important Job for Important People."

Temple Reading Institute

The 7th annual Reading Institute has been announced for the week of January 30 to February 3, inclusive. Basic reading materials and practices will be the main subject of the meeting. Enrollment is limited by advance registration. For further information write to Dr. Emmett Albert Betts, Director, The Reading Clinic, Temple University, Philadelphia 22, Pa.

COMING CONVENTIONS

• Jan. 9-11. Association of American Colleges, at Cincinnati, Ohio. Headquarters: Hotel Netherland Plaza. Executive Director: Dr. Guy E. Snaveley, 726 Jackson Place, Washington, D. C.

• Jan. 13-14. Audio-Visual Education Association of California, at San Francisco, Calif. President: Gardner Hart, Oakland Public Schools, Administration Building, 1025 Second Ave., Oakland, Calif.

• Jan. 26-28. National Association of Catholic Publishers and Dealers in Church Goods, at New York, N. Y. Headquarters: Hotel Astor. Chairman: Arthur Reid Kenedy, P. J. Kenedy Co., Barclay St., New York 7, N. Y.

• Feb. 2-5. American Association of Physics Teachers, at New York, N. Y. Headquarters: Barnard College. Chairman: Professor H. Boorse, Physics Department, Barnard College, Columbia University, New York, N. Y.

• Feb. 10-11. Archdiocese of New York Annual Teachers' Institute, at the Bronx, N. Y. Headquarters: Cardinal Hayes High School. Convention Chairman: Very Rev. Msgr. John H. Voight, 451 Madison Ave., New York 22, N. Y.

(Concluded on page 24A)



How to "map" a nutrition campaign

Take one capable "Chief of Staff" and a group of willing recruits . . . one map of the United States plus a display of food . . . and you'll have the ingredients for an effective phase of a nutrition program. Objective: to encourage pupils to select a well-balanced meal in the school lunchroom.

A daily table display in the corridor previewing the menu being served becomes the basis for a pre-lunch discussion of the nutritional value of foods on the menu. To tie together studies of nutrition and geography, the children run ribbons from cut-out models or actual displays of food to the important areas where the principal ingredient of each food is produced. Seeking out these geographical locations makes an engrossing classroom project. The inclusion of breakfast and dinner menus, as well as the school lunch, in classroom discussions helps show that the "basic 7" foods are a daily requirement of good diets.

To arouse school-wide interest in the program, the table display may be assigned to a different class each week and an award given for the best one.

For more information on this suggested program or for further assistance in maintaining or introducing nutrition studies in your classroom, write: Education Section, Department of Public Services, General Mills, Minneapolis 1, Minnesota. Comprehensive plans, ideas and materials are available immediately.

FURTHER SUGGESTIONS FOR USING SCHOOL LUNCH AS A LABORATORY

Menu Planning Board:

select a pupil from each class

Lunchroom Monitors:

to check foods not eaten
to place milk on trays
to keep lunchroom neat
to assist servers

Mimeograph Committee:

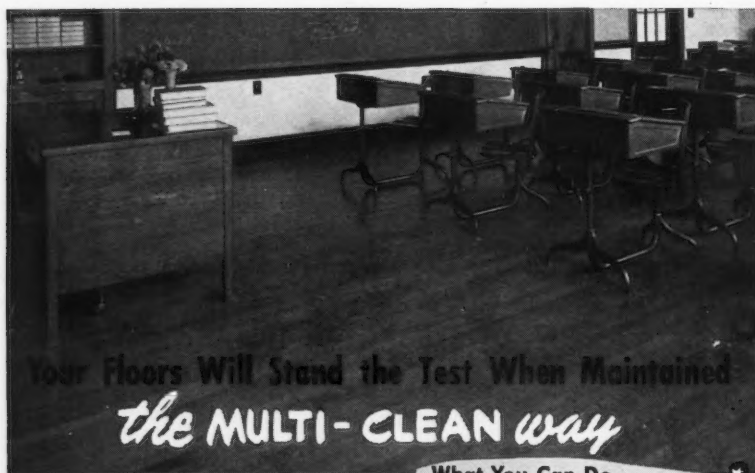
to print weekly menus for parents

Decorating Committee:

to make colorful place mats
to put nutrition posters on lunchroom walls



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Address _____
City _____ Zone _____ State _____

Catholic Education News

(Concluded from page 22A)

• Feb. 18-22. National Association of Secondary School Principals, at Kansas City, Mo. Headquarters: Municipal Auditorium. Secretary: Paul E. Elicker, 1201 16th St., N.W., Washington 6, D. C.

• Feb. 23-25. American Association of Colleges for Teacher Education (NEA), at Atlantic City, N. J. Headquarters: Ambassador Hotel. Chairman: Dr. Charles W. Hunt, State Teacher's College, Oneonta, N. Y.

• Feb. 23-25. Ohio Industrial Arts Association, at Columbus, Ohio. Headquarters: Deshler-Wallick Hotel. Secretary: Theodore Paige, Ohio University, Athens, Ohio.

• Feb. 24-25. Joint meeting of United Business

Education Association Divisions (National Association of Business Teacher-Training Institutions, U. S. Division of International Society for Business Education, Business Education Administrator's Division, and Business Education Research Foundation), at Atlantic City, N. J.

• Feb. 25-Mar. 2. American Educational Research Association, at Atlantic City, N. J. (at same time as AASA). Secretary: Frank W. Hubbard, 1201 16th St., N.W., Washington, D. C.

• Feb. 25-Mar. 2. The Department of Elementary School Principals of the N.E.A., at Atlantic City, N. J. Headquarters: Dennis Hotel. Secretary: Miss Eva G. Pinkston, 1201 16th St., N.W., Washington 6, D. C.

• Feb. 25-Mar. 2. National Society for the Study of Education, will meet twice during the AASA Convention, at Atlantic City, N. J. Secretary: Nelson B. Henry, 5835 Kimbark Ave., Chicago 37, Ill.

• Feb. 27-Mar. 1. Department of Rural Edu-

cation (NEA), At Atlantic City, N. J. Headquarters: Ambassador Hotel. Secretary: Howard A. Dawson, 1201 16th St., N.W., Washington, D. C.

• Feb. 27-Mar. 2. Department of Audio-Visual Instruction (NEA), at Atlantic City, N. J. Secretary: Vernon Dameron, 1201 16th St., N.W., Washington 6, D. C.

• Feb. 28. Educational Press Association of America, At Atlantic City, N. J. President: R. L. Hunt, 2034 Ridge Road, Homewood, Ill.

New Books of Value to Teachers

Saint Andrew Daily Missal (Revised)

By Dom Gaspar Lefebvre, Imitation Leather. 1129 pp., \$3.75. E. M. Lohmann Co., St. Paul 1, Minn.

Dom Gaspar, who wrote the *St. Andrew Daily Missal*, is a Benedictine monk from the Abbey of St. Andre in Belgium. He has prepared a complete prayer book, not only are the Masses for each day included but there are many devotional prayers designed to help the user. Benediction of the Blessed Sacrament, Te Deum, Forty Hours' Devotion, Litanies, Prayers for Confession, Way of the Cross, Morning and Evening Prayers, the Angelus, and the Holy Rosary are all found in this revised edition.

Several improvements have been made in the type and arrangement of the missal. The English text is printed in larger type throughout the entire missal. Type size for the commentaries has also been increased. In the Ordinary of the Mass the English text is printed the full width of the right hand page, uninterrupted by notes. The missal contains a Sunday calendar showing the exact page for each Sunday and the Feast Day Masses for the next 25 years. There is a simplified arrangement all through the missal with fewer references to other pages.

The missal is available in several different bindings and corresponding prices. A ten-page brochure concerning the missal may be obtained by writing to the E. M. Lohmann Co., 413 Sibley St., St. Paul, Minn.

Cooking for Christ

By Florence S. Berger. Cloth, 127 pp., \$2.50. Catholic Rural Life Conference, Des Moines 17, Iowa.

Who ever has thought of the feasts and fasts of the Church year from the standpoint of the kitchen? And still every wife and mother who plans meals and cooks for her family must consult the calendar and adjust her meals at least to the fast and abstinence days of the year. And what American family has not some favorite dishes to be made at Christmas, or Easter, or on some holyday—recipes brought over from Germany or Italy or Ireland? How many of these dishes are not made with a prayer for a dear departed grandmother and a tear brushed away over some happy memory? And why should not the modern American woman as she wields her electric kitchen gadgets and plans meals for her little flock read a bit about the great feast days of God's year and enjoy bits of the religious folklore, the peculiar customs of the Catholic countries of olden days, and the shrewd ways of early cooks to provide tasty meals that made fasting easy and the celebration of the great feast days something to be anticipated and to be enjoyed in a purely human way.

The author of this book has gathered a great amount of curious, interesting, and even useful facts concerning the culinary celebration of the great feast days. To these she has added some eighty recipes for soups, meat dishes, salads, meatless dishes, desserts, drinks—all tested in her own kitchen and approved by her own five growing youngsters. Some of the concoctions will appear strange to American born families in which the can opener has been dominant, but

(Continued on page 27A)

New Books

(Continued from page 24A)

elderly ladies of several nationalities are authority for the statement that every one of the dishes here recommended is good, that the recipes are well balanced, and they will make fine meals. The book should do something in its own way to help our Marthas enjoy their 'special road to heaven and make us Joes and Bills a bit easier to live with.

Stories of Our Century by Catholic Authors
Edited by John Gilland Brunini and Francis X. Connolly. Cloth, 317 pp., \$3. J. B. Lippincott Co., Philadelphia, Pa.

Someone has said that a book of short stories is difficult to judge because it has no merit of its own. This statement can hardly be applied to the present book which in its 25 stories reflects quite well, we think, the growing quality of the work of Catholic writers especially during the past decade. Some of the older stories appear a bit anemic both as stories and as expressions of Catholic experience, but, on the whole, the collection is satisfying as genuine literary craftsmanship and as illustrative of Catholic culture in our pagan civilization.

When a Catholic Marries

By Rev. C. A. Liederbach. Paper, 77 pp., 50 cents. The Bruce Publishing Co., Milwaukee 1, Wis., 1949.

Not a book on how to choose a mate or how to carry on a Christian courtship, this publication is meant as a help to the clergy who must undertake the grave responsibility of instructing young couples about to be married.

Although meant for the instructor, it contains many beautifully expressed thoughts which the young people themselves will want to keep always. The two main chapters are written directly to a Catholic couple and to a couple embarking on a mixed marriage. Each presents all the lofty ideals and the practical complexities that accompany the sacrament of matrimony with spiritual aids for maintaining the ideals and common sense solutions for the difficulties.

Perhaps the best use of this material would be to present the couple with their own copy for reference after discussing the matter thoroughly in presacrament instructions.

Lord, Teach Us to Pray

By Isidore O'Brien, O.F.M. Paper, 32 pp., 10 cents. St. Anthony's Guild, Paterson, N. J.

Prayer, the core of the Catholic life, cannot be too heavily emphasized in the instruction in religion. This little pamphlet will be a great help in explaining kinds of prayers, their uses, the need for more prayer in young lives, and above all the power of this communication with God. High school students as well as their elders will find it helpful in acquiring and keeping the habit of prayer.

School Savings in the Social Studies

By Dr. Ruth Wood Gavian. Paper 32 pp. United States Treasury Department, Washington, D. C.

The booklet contains two study units, "Learning How to Use Money Wisely" and "Plans for Spending and Saving," the first for grades 4-7 and the latter for grades 7-12. A third section contains supplementary material for use with both units, including sample personal and family budgets, lists of appropriate books, pamphlets, and films, and factual material on U. S. Savings Bonds and Stamps.

Part I is developed through questions and activities on money as a medium of exchange, personal money management, and services and expenditures of local governments.

Part II considers the relation of money management to the individual, the family, the local community, state and federal governments.

Copies may be obtained free of charge from State Savings Bond Offices.

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BINNEY & SMITH CO.,
41 E. 42 St., New York 17, N. Y.

Your Child's Speech and How to Improve It

By Amy Bishop Chapin and Ruth Lundin. Paper, 32 pp., 75 cents. The Press of Western Reserve University, Cleveland 6, Ohio.

This pamphlet grew out of the need for a guide for those who can solve the normal speech problems of a normal child. It can, if used properly, relax the pressure on experts in the field. The use of the exercises and projects in the book will clear up many of the annoying habits which send many parents to already understaffed institutions to have junior's small defect cleared up.

A supplement, called "The Toy Box" accompanies the booklet. It is a picture-word test which will help to stimulate the child's interest in the lessons.

Any mother wishing help in guiding her child can obtain this material by writing to Western Reserve. The cost of the material is very little because the project is nonprofit.

Making Leaders

Presented by the Marianists at Dayton, Ohio, in conjunction with their triple centennial, 1949-50, this is a fully illustrated and narrated outline of their plan for training leaders, both in the ranks of their religious and among the students whom they teach and contact. The complete consecration of the religious and the dedication of the lay person to Mary is the core of their activities.

The physical make-up of the brochure is excellent. It is a very professional looking job slightly reminiscent of *Life Magazine*. The photography is an important part of the material and lives up to the rest of the work.

Anyone wishing further material on the Marianist Centennial may contact Rev. Edwin J. Weber, S.M., executive secretary, at the Marianist Centennial Celebration Headquarters, University of Dayton, Dayton 9, Ohio.

(Concluded on page 30A)



- The first school water colors, and still the best.
- Brilliant, live, singing colors.
- Extra smooth — fully transparent.
- Dozens of stimulating techniques.
- Prang offers a complete assortment.

Enjoy too, this same famous PRANG quality in ready-to-use liquid form . . .



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DEPT. CJ-44



Guided Reading

This is the November and December list prepared by the Cathedral Book Club, Rev. Emmett Regan, director, 730 North Wabash Avenue, Chicago 11, Ill. This list is reprinted, with permission, from *The Inside Story*, for November and December, published by the Cathedral Book Club.

Class A-1

(Unobjectionable for all)

A Time to Laugh, Paul Phelan
A Procession of Saints, James Broderick, S.J.
Awake in Heaven, Gerald Vann, O.P.
Big Freeze, Bellamy Partridge
Bean James, Gene Fowler
Call It Treason, George Howe
Cardinal Mindszenty Speaks, Cardinal Mindszenty
Chinatown Family, Lin Yutang
The Conquerors, Thomas Costain
Crusade in Europe, Dwight Eisenhower
Cardinal Mindszenty, Bela Fabian
The Deer Cry, William Schofield
The Drama of the Rosary, Isadore O'Brian
The Edge of Doom, Leo Brady
The Folly of the Cross, Raoul Plus, S.J.
Fraternity Village, Ben Ames Williams
Guide in Mental Prayer, Joseph Simler, S.M.
Glee Wood, Margaret Williams
The Greatest Story Ever Told, Fulton Oursler
The Guest-Room Book, Frank J. Sheed
It Gives Me Great Pleasure, Emily Kimbrough
Joan of Arc, Maxwell Anderson
John Goffe's Mill, George Woodbury
Late Have I Loved Thee, Ethel Mannin
Leap to Freedom, Oksana Kasenkina
The Lion Tamer, B. MacMahon
Listen to the Mocking Bird, S. J. Perelman
The Lonely, Paul Gallico
Martin, Eddie Doherty
Mary and Joseph, Denis O'Shea
The Meek Shall Inherit, Zofia Kossak
Three Minutes a Day, James Keller
New Irish Poets, Devin Garrity
The Old Oaken Bucket, Bellamy Partridge
Over the Reefs and Far Away, Robert Gibbings
Our Lady in Our Life, M. Bernadot, O.P.

Class A-2

(Unobjectionable for adults)

A Candle for St. Jude, Rumer Godden
Black Odyssey, Roi Ottley
Bridie Steen, Anna Crone
The Best of Times, Ludwig Bemelmans
Civilization on Trial, Arthur Toynbee
Westward Ho!, S. J. Perelman
Courtship and Marriage, John A. O'Brian
Devil's Food, Dorothy Grant
Double Muscadine, Frances Gaither
The Death of A Salesman, Arthur Miller
Fair Wind To Java, Garland Roark
The Foolish Gentlewoman, Margaret Sharp
How Lost Was My Weekend, David Dodge
How To Stop Worrying and Start Living, Dale Carnegie
The Happy Warrior, Hope Muntz
Intruder in the Dust, William Faulkner
Melissa, Taylor Caldwell
The Norwyanman, Joseph O'Connor
Planning Your Happy Marriage, Daniel S. Lord, S.J.
Prairie Avenue, Arthur Meeker
Remembrance Rock,¹ Carl Sandburg
The Rape of Poland, Stanislaw Mikolajczyk
Total Power,² Edmund A. Walsh
What the People Want, Ellis G. Arnall

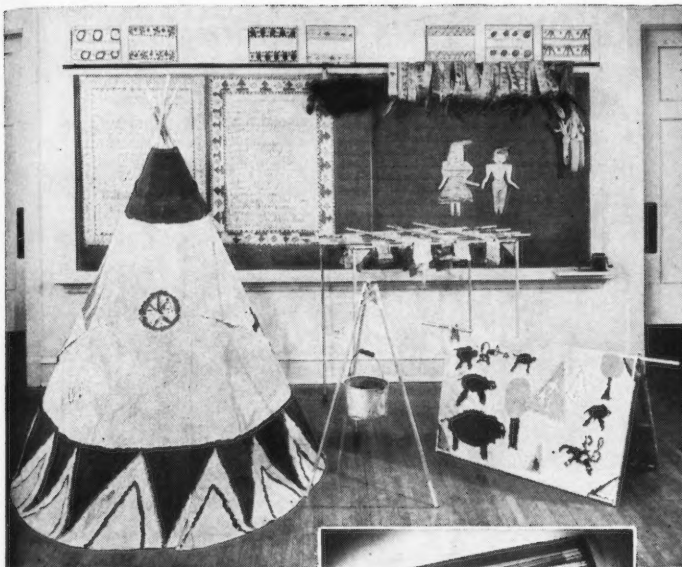
¹Too heavy for children.

²For all who enjoyed our lectures on Guatemala.

(Concluded on page 30A)



Some of the delegates to the convention of the Iowa Unit of the National Catholic Kindergarten Associations in the kindergarten of Immaculate Conception School at Cedar Rapids, Iowa. See news item on page 29.



INDIAN VILLAGE: Group project of third graders in a Minneapolis, Minn., school. Tu-Build furnished the structural framework. Children expressed their own ideas in details, using materials found in every schoolroom.



Judy's for Better Teaching!

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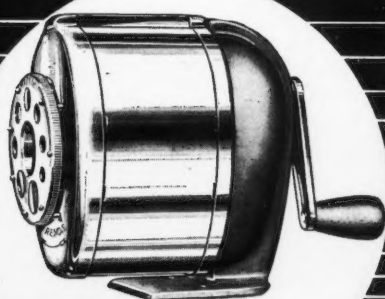
It's new structural framework material, simply designed, for use in current group projects, kindergarten through intermediate grades.

It promotes co-operative learning . . . stimulates creative expression and ingenuity. Like other Judy Toys, it provides the "fun-way" to learn!

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All the famous BOSTON features in a completely all metal modern design
Dial selector for 8 pencil sizes
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SPEED CUTTER**
Says "Six Extra
cutting edges
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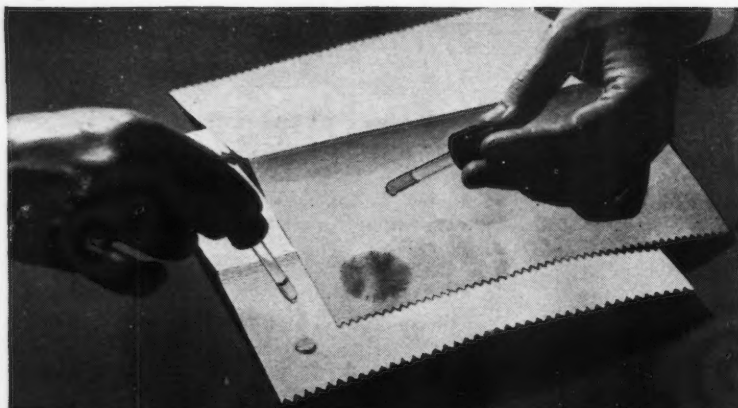
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No words can tell this story to buyers of school towels as effectively as the test pictured above. For when you purchase towels, you purchase the ability of a towel to dry hands quickly — and completely. **MOSINEE TOWELS**, used through **MOSINEE CABINETS**, equal the utmost in washroom economy because they are made to meet rigid absorbency specifications.

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Guided Reading

(Concluded from page 28A)

Class B

(Objectional in Part)

The Brave Bulls, Tom Lea
The Chain, Paul I. Wellman
Cutlass Empire, Van Wyck Mason
Catalina, W. Somerset Maugham
Celeste, Rosamond Marshall
Dinner at Antoine's, Frances Parkinson Keyes
Doctor Faustus, Thomas Mann
The God-Seeker, Sinclair Lewis
The Golden Fury, Marian Castle
The Heart of the Matter, Graham Greene
Let Love Come Last, Taylor Caldwell
The Loved One, Evelyn Waugh
The Mudlark, Theodore Bonnet

Nineteen Eighty-Four, George Orwell
The Passionate Journey, Irving Stone
The Plague, Albert Camus
The River Journey, Robert Nathan
Road to Survival, William Vogt
The Road Between,³ James Farrell
Shannon's Way, A. J. Cronin
Shake Well Before Using, Bennett Cerf
Saint Elizabeth, Anne Seesholtz
The Shining Mountain, Dale Van Every
The Sky and the Forest, C. S. Forester
The Track of the Cat, Walter Clark
Their Finest Hour, Winston Churchill
To Hell and Back, Audie Murphy
Toward the Morning, Hervey Allen
The Web of Evil, Lucille Emerick
The Way West, A. B. Guthrie
Without Magnolias, Bucklin Moon
The Young Lions, Irwin Shaw

³Why bother!

Class C

(Wholly Objectionable)

Anti-Semite and Jew, Jean-Paul Sartre
A Rage to Live, John O'Hara
Asylum for a Queen, Mary Jordan
The Big Fisherman,⁴ Lloyd Douglas
Castle in the Swamp, Edison Marshall
The Cleft Rock, Alice Tisdale Hobart
The Crusaders, Stefan Heym
The Devil's Own Son, James Cabell
Divine Mistress, Frank Slaughter
Earth Abides, George Stewart
The Egyptian, Mika Waltari
Elephant Walk, Robert Standish
The Fires of Spring, James Michener
The Golden Hawk, Frank Yerby
Gypsy Sixpense, Edison Marshall
The Husband, Natalie Scott
Killers of the Dream, Lillian Smith
Lead, Kindly Light, Vincent Sheean
Limbo Tower, William Gresham
The Long Love, John Sedges
The Man From Nazareth, Harry E. Fosdick
The Man With the Golden Arm, Nelson Algren
Mary, Sholem Asch
The Naked and the Dead, Norman Mailer
Opus 21, Philip Wylie
Peace of Mind, Dr. Liebman
Place Called Estherville, Erskine Caldwell
Prince of Egypt, Dorothy Wilson
This Very Earth, Erskine Caldwell
Twilight on the Floods, Marguerite Steen
The Wastrel, Frederic Wakeman
Why Jesus Died, Pierre van Paassen

⁴Since "The Big Fisherman" by Lloyd Douglas is another case of his watering down the Divinity of Christ. His miracles, His death on the Cross, and especially His resurrection, we are putting it on the C list. We cannot even say that it is a good novel. If we really want to read the story of St. Peter, the Big Fisherman, read *Saint Peter the Apostle*, by William Walsh, which we highly recommend.

New Books

(Concluded from page 27A)

English Workshop (Grade Eleven)

By Joseph C. Blumenthal, A. Barnett Langdale and John E. Warriner. Paper, 216 pp., 92 cents. Harcourt, Brace and Co., New York 17, N. Y.

The 15 chapters in this workbook contain exercises on all the basic grammar rules. The material is presented on a high school level and is accompanied by a booklet of mastery tests. The teachers supplement is also available upon request to the publishers.

Index of the Publications of the NECA — 1934-1948

The national Catholic Educational Association has made available an index to its publications since 1934. The index is under three general headings, title, author's name, and subject.

The index can be obtained by writing to the National Catholic Educational Association, 1312 Massachusetts Ave., N. W., Washington 5, D. C.

Our Dialog Mass

A Catechetical Guild Publication. Paper, 32 pp., 25 cents. Pio Decimo Press, St. Louis 15, Mo.

This booklet presents the parts of the Mass necessary for a dialog Mass. The form of active participation in the Mass is slowly beginning to spread. It is clearly a deep act of adoration and has been encouraged by our Pope.

"Those should be praised who strive to bring it about that the liturgy, in an external manner, should be the holy action in which all who are present should take part. And this can be done in several ways: when all the people, according to the norms of the Holy rubrics, either answer the words of the priest or sing chants which are fitting to the various parts of the Sacrifice."

—Pope Pius XII.

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No. 43—Same durable construction, with formed-steel seat. Suitable for outdoor use.

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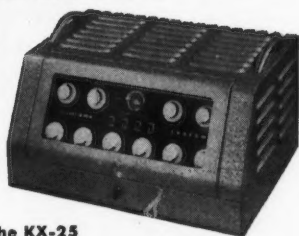
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The KX-25
Is The Perfect Amplifier

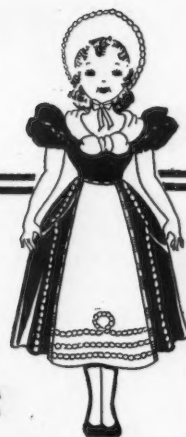
for School Plays, Operettas, Orchestras, Debates, Etc.

It is without equal at any price. Delivers clear, undistorted "Life-like" tones at any volume. Features key locked cover. Will improve any loud speaking system. Write for full information.

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choose
from hundreds
of

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to find the ones you need for that play, pageant, or other entertainment which your school or church is giving. The great variety of our selections enables you to pick out the character costumes which will add that professional touch to your program. The prices are reasonable (starting at \$2.00) and the costumes are available without any delay.



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& High Schools

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Uniquely constructed and exclusively designed for All American only! This revolutionary idea in growing girls' uniforms affords at least an extra year's wear! (send for sample and descriptive pamphlet) . . . Beautifully tailored from top-quality, crease resistant, durable rayon with side zipper — — yet priced at only a fraction of its real value! COMPARE the quality, full skirt and fine couterier details of this uniform before placing your next semester's Uniform Order . . . see for yourself why more and more Schools are switching to All American for all their student requirements!

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& HIP MEASUREMENT!

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Sanforized GYM Suits — all sizes — washable — fast color. Send for catalog. **UNIFORM DRESS & ACCESSORIES for Boys.** Write today for prices and samples. CAPES are only a small part of our "BAND SERVICE." Compare our quality. **FREE** catalog of complete line. Write today.

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New Supplies and Equipment

Production, Service, and Sales News for School Buyers

Westinghouse School Service Catalog

A 24-page catalog describing 14 sound motion pictures for classroom use has been released by the School Service Department of the Westinghouse Electric Corporation. The films may be borrowed for transportation costs. Subjects included in the catalog are from the fields of jet propulsion, electricity, electronics, radio, nutrition, salesmanship, social science, and industrial arts. Various teaching aids, available with the films are discussed. Order blanks are included with each catalog.

To secure copies, teachers should write to the *School Service Department, Westinghouse Electric Corp., 306 Fourth Ave., Box 1017, Pittsburgh 30, Pa.*

For brief reference use CSJ—0101.

Posture Posters Available

The American Seating Co. is now marketing an easily folded chair for school halls and auditoriums. Its "natural fold" is accomplished by placing one hand on the back and raising the front edge of the seat. Seat and back panels are formed to fit the human form scientifically. No. 44, as it is designated, is constructed of tubular steel, light, but sturdy enough to wear well. Rubber feet prevent slipping.

The same company has also made available a valuable aid to teachers in the form of six illustrated posters concerning good and bad posture. The posters are free upon request.

For information write to *The American Seating Co., Grand Rapids 2, Mich.*

For brief reference use CSJ—0102.

Help for Textbook Writers

For teachers who are writing textbooks, the Exposition Press has issued a free, 32-page booklet which discusses the problems of publishing from both the writer's and publisher's viewpoints. The booklet also outlines the opportunities and difficulties faced by new writers in securing publication of their works in all fields of literary endeavor as well as in the academic field. Special attention is given to books with restricted audience appeal or limited sales potential but for which there is a definite need.

To obtain copies write to *Exposition Press, 251 Fourth Ave., New York 10, N. Y.*

For brief reference use CSJ—0103.

High Fidelity Amplifier Announced

A new low distortion 25-watt amplifier for school auditoriums, churches, theaters, etc., with



The American Seating Company's new 44 folding chair is neat, strong, and convenient.

a frequency response from 20 to 20,000 cycles that offers 6 input channels; five for microphones and one for phonograph with built-in pre-amp to permit use of magnetic pick-ups, is announced by the Newcomb Audio Products Co. All 6 channels may be remote controlled from the audience by a control unit that weighs less than two pounds. A locked cover over controls prevents tampering with adjustments.

For further information write to *Newcomb Audio Products Co., 1206 Maple Ave., Los Angeles 15, Calif.*

For brief reference use CSJ—0104.

Reading Accelerator Aids Teachers

Science Research Associates has made available to schools the new Reading Accelerator which



The Science Research Associates Reading Accelerator forces the eye to move ahead of the shutter.

forces the reader's eye to move ahead of a shutter which descends at a controlled word-per-minute rate, and thus trains for faster and better reading. The Accelerator does not require that reading material be defaced or mutilated. As shown in the illustration, pages need not be torn from their binding when reading material is placed in the device.

(Continued on page 34A)



Here's a Useful Combination ...Requires Very Little Space

1. GAYLORD BULLETIN BOARD

For Libraries, halls, classrooms — to display book jackets, bulletins, any printed or illustrative matter. Board requires wall space only 40" wide — turned length-vertical requires wall space only 32" wide. Frame made of sturdy, quarter sawed white oak in light or dark finish — surface of heavy cork, glued on strong plywood to prevent warping. Posting surface, 36" x 28" — overall 39½" x 31½".

2. GAYLORD DICTIONARY STAND

Strong — well built — for all types of libraries. Sloping top holds dictionary at convenient angle — two shelves (middle shelf adjustable) for encyclopedias and other reference books.

Made of quarter sawed white oak in light or dark finish. Height (rear) 44" — height (front) 41". Width of top 21" — depth 15".

Either item may be purchased separately. Immediate shipment. Write for prices.

Gaylord Bros. INC.

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MODEL 44

WOOD
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CHAIRS
SINCE
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Everyone needs nourishing breakfasts, but not everybody eats them. That's why Maltex Cereal is important. It's so delicious! The rich, nut-like flavor — result of combining Toasted Wheat and Malted Barley — is so temptingly, naturally sweet you just can't help liking it. Maltex is nourishing, easily digested . . . the ideal hot cereal for nutrition-right breakfasts.

. . . so Maltex will help you get your children to eat a 100% breakfast:

Write today for new catalog of 14 FREE teaching aids. Posters, charts, booklets with strong child appeal . . . a wonderful help in building good eating habits. Offer limited to localities north of Washington, D. C., and east of Chicago. Send a post card today to

Home Economics Dept.

MALTEX CO.
Burlington, Vermont



New Supplies

(Continued from page 32A)

Machines may be obtained from *Science Research Associates*, 228 S. Wabash Ave., Chicago 4, Ill.

For brief reference use CSJ—0105.

Safety Equipment Catalog

A new catalog of safety equipment has been put out by Graubard's containing a description of the latest in safety patrol raincoats, caps, badges, belts, etc. Graubard's provides almost any kind of school outfitting from band uniforms to costumes for school plays.

For further information write to *Graubard's*, 266 Mulberry St., Newark 2, N. J.

For brief reference use CSJ—0106.

Metallic Paint for Glass Decoration

Craft workers using Dek-All paints put out by the American Crayon Company may now add gold and silver to their color schemes. Gold and silver powders, obtainable at any paint or art store, mixed with Prang Dek-All Trans-Mix, provide an excellent medium for painting on glassware, china, pottery, or metal without firing.

For additional information write to *The American Crayon Co.*, Sandusky, Ohio.

For brief reference use CSJ—0107.

School Printing Equipment

Hamilton Mfg. Co. has issued a new catalog entitled "Hamilton Printing Equipment for Schools." Featured in this catalog is a new all-steel single-tier type cabinet. Specifically adapted to instruction purposes, this new cabinet provides ample facilities and working room for two students at one time. The catalog also illustrates and describes Hamilton imposing tables for school use, make-up tables, hand printing press and material cabinets, ink and roller cabinets, galleys and galley cabinets, stock tables and drying racks, bindery tables, and paper storage cabinets.

A copy of Catalog No. 26 may be obtained from any dealer regularly supplying Hamilton equipment or by writing directly to *Printers Equipment Division, Hamilton Mfg. Co., Two Rivers, Wis.*

For brief reference use CSJ—0108.

New Multiple Drape Curtain

The Vallen Company is now offering a multiple drape curtain for churches and schools that can be installed with only 22 inches of head room. It has a one-button, electric, start-stop-reverse control and is available in all sizes.

For information write to *Vallen Inc.*, Akron, Ohio.

For brief reference use CSJ—0109.



The Vallen "22" Multiple Drape Curtain.
Vallen, Inc., Akron, Ohio.

Folding Door Gives More Space

Modernfold Doors, made by the New Castle Products Co. help solve the problem of joint classroom meetings with single classrooms. Illustrated in photo (A) is an example of how two adjoining classrooms may be "opened" to form a single assembly hall or large group meeting place. Photo (B) shows the Modernfold Door

(Continued on page 36A)

THE PROSE AND POETRY SERIES



Literature for
Grades 3, 4, 5, 6

THE EMERALD BOOK . . . 3
THE SUNSHINE BOOK . . . 4
THE BLUE SKY BOOK . . . 5
THE FIRELIGHT BOOK . . . 6



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ROOM USES**

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FOLD-O-LEG
tables

MORE seating capacity
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MORE exclusive features
MORE strength and rigidity
MORE for your money

Churches, schools,
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Convert any room
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BACK REST FOR
GREATER COMFORT

- NEW SUN TAN SHADE with CELSYN Finish — Won't Scratch White — Hard Surface
- EASY TO MOVE
- EASY TO KEEP CLEAN
- USES FLOOR SPACE MOST ECONOMICALLY

GET COMPLETE DETAILS from your Peabody representative or write direct to us.



Sanitary Foot Closure eliminates collection of dust or dirt.

Classic Movable
Chair Arm Chair
No. 202

THE PEABODY SEATING CO., INC.
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Equip Your Safety Patrol

with supplies approved by leading safety organizations. A school patrol that is well trained will do a better job with proper equipment that protects and identifies them. Use GRAUBARD safety patrol equipment—it meets the specifications.



WHITE WEB BELTS NO. 100

Widely used White Patrol Belt, 2" heavy quality webbing, Rust-Proof buckles, pronged toggle. Adjustable Waist Belt and Shoulder Strap. Entire belt easily cleaned or washed.

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Send for Catalog C

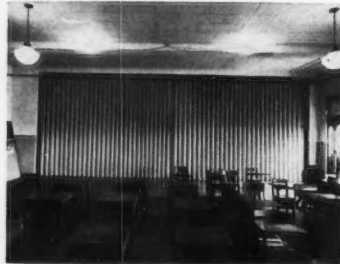
THEATRE PRODUCTION SERVICE

1430 BROADWAY
NEW YORK 18, N. Y.

New Supplies

(Continued from page 34A)

tightly closed to insure privacy for individual classes. With the rising enrollments being experienced by many primary and secondary schools,



Modernfold Doors. Photo A showing doors opened to make one large room.

the application of this new accordion-like door may be the answer to filling quickly the need for more individual classrooms. The doors are available in 21 colors, and are of an easily cleaned, flame-resistant, plastic-coated fabric.

For further information write to *New Castle Products, New Castle, Ind.*

For brief reference use CSJ-0110.



Modernfold Doors. Photo B showing doors closed to separate two rooms.

Reading Program Films

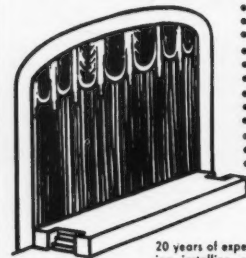
Seven colored Textfilms and one black and white are available for the first-grade program of the Laidlaw Basic Reading series. These films develop a primary reading vocabulary and reading techniques beginning with Reading Readiness and extending through the first grade. While these films are closely correlated with the Laidlaw Basic Readers, the reading techniques and the vocabulary developed are basic to any good primary reading course. Textfilms Nos. 1, 3-8 are \$5 each, net delivered. Textfilm No. 2, black and white is \$3, net delivered. There are forty frames per film and the titles are as follows:

- No. 1 — *We Go to School* — Readiness
- No. 2 — *Reading Readiness Skills Development*
- No. 3 — *We Learn to Read* — Pre-Primer One
- No. 4 — *Up the Reading Road* — Pre-Primer Two
- No. 5 — *On the Way to Storyland* — Primer, first half
- No. 6 — *On the Way to Storyland* — Primer, second half
- No. 7 — *Making Storybook Friends* — Book one, first half
- No. 8 — *Making Storybook Friends* — Book one, second half

For further information write to *Laidlaw Brothers, 323 S. Jefferson, Chicago 6, Ill.*

For brief reference use CSJ-0111.

(Concluded on page 38A)

Complete
STAGE EQUIPMENT

- cycloramas
- window draperies
- stage curtains
- stage hardware
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- motor controls
- lighting equipment
- dimmers
- steel tracks
- scenery
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20 years of experience manufacturing, installing, and servicing stage equipment for churches, schools, and institutional auditoriums.

REQUIREMENTS FOR QUOTATIONS

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2. Height from stage floor to ceiling.
3. Depth of stage.
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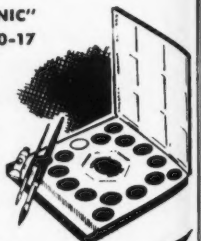
Upon receipt of measurements, samples and price will be mailed upon request. For descriptive literature, specify circular No. 307

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Large size. Set

in rust-proof ferrule.

For advanced students.



Size
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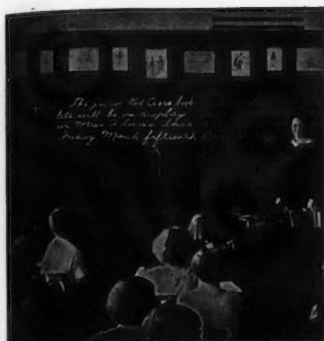
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Costs approximately 75c per room

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Ends fabricated of 1 3/4" heavy gauge Artline tubing with four fillers and double ribbed cross rod firmly butted and welded to insure rigidity.
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made of DUPONT Neoprene and fabric-reinforced
like a tire. Outlast ordinary kind 6-to-1.

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EXCLUSIVE "SEX-ITE" metal parts, non-corro-
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PAT'D "BLUE SPOT" BALLOON TANK BULBS
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Green Bubbles is packed in 50 lb., 100 lb., 250 lb.,
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Don't miss this outstanding "get-acquainted offer." A beautiful SPS group composite of every class or group in your school absolutely free.

We will arrange, at no cost or obligation, for a picture of every student from which the composite will be made as illustrated.

This offer is good during January and February 1950 only.

Let SPS serve you the new and better way . . . send the coupon today.



**STUDENT PHOTOS
YEARBOOKS**

New Supplies

(Concluded from page 36A)

Dick Co. Opens New Plant

Located in Niles, Ill., 16 miles from the Chicago Loop, the new A. B. Dick plant has 550,000 square feet of floor space, making it possible for the company to combine manufacturing and office facilities previously housed in two Chicago plants at 720 W. Jackson Blvd., and 3040 W. Lake St. The building and facilities represent an investment of approximately 8 million dollars. The plant consists of four major buildings: a one-story, 11-acre manufacturing building, a connecting two-story office building, boiler house, and solvent recovery unit.

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